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ABSTRACT

This compendium of seven essays attempts to illustrate and/or demonstrate that community linkages are possible and community resources must be utilized in adult education. It begins with an introduction to the theme of the essays and the essays themselves. The first essay describes a unique linkage model that integrates adult basic education (ABE) with the career development of employees in industry. Emphasis in the second essay is on awareness and informational strategies that are especially effective when the leadership of the school, of the adult education staff, and of the community share in advocacy activities. The third essay deals with developing and utilizing a community education advisory council and its application to adult education and the needs assessment process. The fourth essay proposes a plan for meeting the ABE needs of the elderly in a low-income geographic area. Strategies are reviewed in the fifth essay for the purpose of recruiting ABE clientele for three types of community education sites. The sixth essay explores approaches for delivering ABE to sparsely populated rural communities. The seventh essay presents a model approach for program linkage and for alternative funding sources for adult education. (YLB)

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COMMUNITY EDUCATION EXPANSION AND OUTREACH LINKAGES: IMPACT ON ADULT EDUCATION

Edited by:
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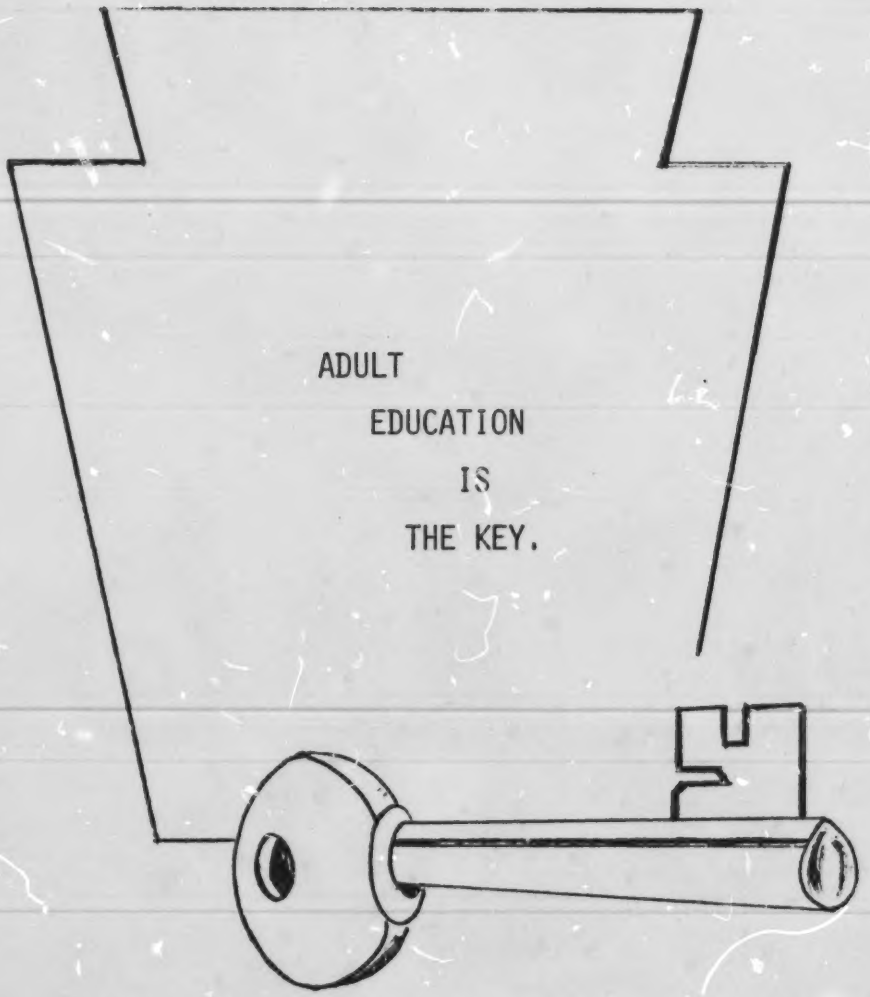

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INTRODUCTION

COMMUNITY EDUCATION EXPANSION AND OUTREACH LINKAGES: IMPACT ON ADULT EDUCATION

by

Michael A. Ciavarella

The education of adults is a diverse and complex process affecting many people from all walks of life. The diversity is seen not only in the kinds of backgrounds, experiences and training of adult clientele, but also in the kinds of programs, courses and priorities addressed by adult educators (Verduin, 1977). In recognizing the importance of providing adults with everyday living and coping skills, adult educators attempt to prepare adults with a variety of resources to deal with problems that not only affect their own well being, but that of the community as well.

Helping adults learn, adapt, grow and change in various ways has become an increasingly widespread and familiar activity in our society. Programs designed to help adults become more competent reflect the tempo of the times (Knox, 1977). Further, the continual growth of a sophisticated technology requires a highly skilled labor force. For those who failed to acquire such skills in their previous educational efforts, adult education provides a means by which they may enhance their capabilities. Adult educators recognize that many Americans did not experience success during their public school years and thus did not acquire the basic skills or a high school diploma to enable them to compete in the world of work. It is in this essential area, then, that Adult Basic Education efforts are expended.

Yet, the community resources that could be used to facilitate adult basic education are under-utilized by many people involved in the devel-

opment of adult self- and work-related skills. Since adults are the ones who must cope with successful living in their community, it is increasingly important that effective adult education programs utilize community resources in order to enhance the learning of skills that are so vital to adults in coping with reality-based community problems.

Every community is affected by decisions which impact upon the lives of its residents whether they choose to be involved in the decision-making process or not. Community voices are heard on such matters as pollution, crime control, traffic problems, the relocation of industry and numerous other problems. Yet, on the matter of adult learning and how to bring that about, community voices tend to be soft and non-assertive.

What is needed is a strong voice of advocacy. One that says that adult education - as a developmental phase of lifelong learning - is needed by all adult learners, not just young adults. Citizens need to influence boards, councils and other policy-making groups toward the realization that the needs of young and senior adults are not peripheral to living but, indeed, part of the sustenance of life itself. Involvement makes one feel like a person - that he or she really counts. And counting as a person depends so much on the nurturance of one's capacities, interests and talents, all of which develop on a continuous life scale.

The effective delivery of adult education is a plausible goal. It can advance the educational, psycho-social, and cultural needs of both young and senior adults. However, adult education personnel must develop cooperative linkages if the message, programs and services of adult education are to be fully understood. Community-wide strategies

are needed which call attention to the importance and need of adult education, and community residents need to be continually involved in the advocating and monitoring of this goal.

Community partnerships are essential if adult education is to reach the people. Community education - which is really a process of citizen participation - is a concept that recognizes and promotes inter-agency and linkage efforts. The attention that community education gives to community partnerships is a viable strategy for adult educators to accept and promote. Community linkages can and do impact upon adult education. To ignore such community linkages is to weaken the potential of adult education.

Thus, the major purpose of this compendium is to address the theme or goal below, to divide the theme into various sub-goals, and to have each of the sub-goals addressed by practitioners in the field. The theme and sub-goals are as follows:

Theme or Goal

COMMUNITY EDUCATION EXPANSION AND OUTREACH LINKAGES: IMPACT ON ADULT EDUCATION

Sub-goals

1. THE UTILIZATION OF A LINKAGE MODEL INVOLVING ADULT BASIC EDUCATION AND INDUSTRY.

   In responding to sub-goal number one, Sherry Royce, James Harding, and Linda Malesic describe a unique linkage model, one that involves a program coordinator, an adult education teacher, and a representative of a local industry. Together they blend Adult Basic Education with the world of work and illustrate the kind of linkage harmony that many speak of but never seem to achieve. It is an Adult Basic Education linkage effort that integrates the learning of the basic skills, notably math, with that of the career development of employees.

2. ESTABLISHING LINKAGE AND AWARENESS STRATEGIES TO INFORM COMMUNITY LEADERS ABOUT ADULT BASIC EDUCATION GOALS AND OBJECTIVES AT A LOCALIZED SITE.

In addressing sub-goal number two, Mark Nagy and Mildred-Lee Greenwood emphasize the importance of Adult Basic Education programs and services. The authors give particular attention to awareness and informational strategies which seem to work when the leadership of the school, the leadership of the adult education staff, and the leadership of the community jointly share in advocacy activities that not only facilitate and promote the goals of Adult Basic Education, but also generate the acquisition of community resources to support such activities.

3. UTILIZING EXISTING COMMUNITY COUNCILS TO IDENTIFY THE EDUCATIONAL, VOCATIONAL AND PERSONAL-SOCIAL NEEDS OF ADULT CLIENTELE.

Robert Reidy, in writing on sub-goal number three, traces the historical development of community advisory councils, their composition, and how they function in the solution of community problems. Reidy stresses the "linking pin" notion which characterizes effective community advisory councils, and attends to the important role that councils play in the community needs assessment process. He emphasizes the significant role that the community advisory council can play in identifying adult client needs to be served by Adult Basic Education.

4. DEVELOPING AN ADULT BASIC EDUCATION PLAN TO MEET THE EDUCATIONAL NEEDS OF THE ELDERLY IN A LOW-INCOME GEOGRAPHIC AREA.

To answer sub-goal number four, Matteucci and Bates propose a plan for meeting the Adult Basic Education needs of the elderly. Utilizing demographic data for three Southwestern Pennsylvania counties, the authors present some selected societal problems that face the elderly, and a possible course of study for attending to them. The plan crosses county lines and draws upon community-wide support with respect to commitment and resources utilization. While Matteucci and Bates stress the content areas that might serve as part of a beginning senior adult education program, they emphasize the need for continuous curriculum development if the senior adult education program is to be relevant to everyday senior adult needs.

5. UTILIZING THREE COMMUNITY EDUCATION MODEL SITES TO PROMOTE THE RECRUITMENT OF ADULT BASIC EDUCATION CLIENTELE.

In considering sub-goal number five, Joseph Yarworth reviews a variety of strategies that are utilized to

recruit clientele for participation in Adult Basic Education. Within the target area of the study, Yarworth assesses the service delivery process, considers evaluation procedures to measure adult client satisfaction, and attempts to identify examples of "interface and coordination" activities that exist between and among human service agencies that impact on Adult Basic Education. A significant part of the Yarworth study is the summation of responses relative to the description of on-going adult education programs in the model sites investigated.

6. ESTABLISHING A RURAL COUNTY-WIDE ADULT BASIC EDUCATION PLAN FOR THE DELIVERY OF ABE SERVICES TO SPARSELY POPULATED COMMUNITIES.

Robert Zellers, addressing sub-goal number six, explores approaches for delivering Adult Basic Education programs and services to sparsely populated communities. Basically concerned with rural adults, Zellers examines delivery systems which are designed to reach "hard-to-get" target groups. He gives special attention to considerations associated with various recruitment techniques, with different types of staff development, with volunteers and paraprofessionals and with other support personnel. Further, Zellers examines the use of the media as well as specialized instructional materials that might be used to promote ABE endeavors with adults who reside in rural communities.

7. ESTABLISHING A PLAN FOR COORDINATING RESOURCES TO IMPACT ON ADULT BASIC EDUCATION ACTIVITIES.

In responding to sub-goal number seven, Gerald Valeri stresses the importance of alternative sources of funding to expand Adult Basic Education activities. He refers to the need for developing broad-based support for Adult Basic Education and identifies the types of membership groups that participate in linkage activities sponsored by the Altoona Adult Learning Center. Essentially, Valeri attempts to accomplish two things: to develop a comprehensive ABE delivery plan which involves the utilization of several community agencies and groups; and to promote a model which calls for multi-sponsorships of adult education activities.

The individuals involved in this linkage project are attempting to meet the increased demands for adult services and recognize the importance of utilizing community resources - human, physical and financial -

in responding to these needs. Community education advocates have been nurturing the notion of interagency cooperation for a long time. Thus, involving the community in a process approach is a legitimate way to respond to the educational, occupational, social, economic, leisure and cultural needs of both young and senior adults.

This compendium of essays, which originated from a 1979 adult education proposal supported by the Pennsylvania Department of Education, attempts to illustrate and/or demonstrate that community linkages are possible in adult education, and that individuals concerned about the delivery of services to adult clientele can come together and address common objectives. Thus, having identified the major theme or goal and sub-goals of the project, as well as the investigators involved, it is now time for each of the participating authors to deal with the various sub-goals.

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CHAPTER I

THE UTILIZATION OF A LINKAGE MODEL INVOLVING ADULT BASIC EDUCATION AND INDUSTRY

by

Sherry Royce
James C. Harding
Linda Malesic

I. INTRODUCTION AND OVERVIEW

Sherry Royce

The educational juggernaut of the sixties and seventies that was launched on the double tract of the Eisenhower baby boom and the Johnson war on poverty has climaxed in 1980 with the creation of the Department of Education. But while public education still commands big bucks at local, state and Federal levels, there are undeniable indications that there will be no "easy" money for education (K-12 or adult) in the eighties.

The decline in the school age population is already making inroads at the elementary and secondary school level. By 1985, less than 28 percent of the adults in this country will have children in school. The public - as evident in the "back to basics" movement - minimum competency testing, and Proposition 13, is looking for accountability in education. And why not, especially when one considers that the New York Times reported in September, 1979, that the dropout rate among high school students in New York City was 52 percent (as based on the number of incoming sophomores registered in 1976 who failed to graduate last June).

The demand to get the most from our beleaguered dollar has also descended upon adult education. This can be seen in the move toward multiple funding that mandated community linkages as an essential

part of the Adult Education Act of 1979. But spreading Federal funds further through linkages between Education and Labor, Education and Welfare, or Education and Urban Development is only one option. While it encourages more efficient use of the taxpayer's dollar, it still depends upon a shrinking dollar to subsidize education in an expanding market.

There is another way. Consumers and employers should be encouraged to support basic education for themselves and their employees through private monies, while Federal funds such as ABE and CETA are earmarked specifically for the least educated, underskilled and unemployed.

Education and training programs in industry today are a multi-billion dollar business. For the most part industrial education/training has been done through in-house programs or in conjunction with universities, associations and community colleges. Now, business executives are beginning to recognize that "no longer can we merely hire skilled help or depend upon people to develop themselves" (Springborn, 1977). Basic remedial education is fast becoming an integral part of the company scene. Career development for many employees must begin with instruction in basic math, reading and effective listening, speaking and writing skills. This basic education might best be provided by adult education programs funded in whole or part through industry and business.

This paper is, in itself, a linkage effort. Sherry Royce, Director of the Lancaster-Lebanon Intermediate Unit 13 adult education program is responsible for the Introduction, the Overview of the current role of education in industry, and the Description of the

M & M/Mars basic math prototype developed and funded as a cooperative effort between M & M/Mars-Elizabethtown and Intermediate Unit 13. James C. Harding, Personnel Director, M & M/Mars-Elizabethtown, details the rationale behind this large private corporation's commitment to career development for its employees and its selection of an on-site adult education program as the logical tool. Linda Malesic, the master teacher for the M & M/Mars class, provides personal insight into the overall results of such an effort in terms of the growth of skills and attitudes of the participants.

II. AN EXAMINATION OF THE CURRENT ROLE OF EDUCATION IN INDUSTRY

Sherry Royce

"Despite the increasing educational level of the work force, the average worker entering the job market today cannot spell, cannot structure an English sentence, and does not know Hannibal from Ho Chi Minh"(Smith, 1980). To complicate matters, increased degrees of technical competence are becoming essential to operate today's sophisticated, delicate and high-priced equipment. In addition, we live in a computer age where "whole industries change in a matter of months, and new employees must be trained and then constantly retrained" (Luxenberg, 1980). Thus education-on-the-job has become a necessary ongoing corporate investment whose general purpose is to improve employee performance (attitudinally as well as technically) in order to improve productivity. This is generally done through: 1) Tuition aid after hours; 2) Other outside courses; or 3) Company-operated courses (see Table 1, Lusterman, 1977).

TABLE 1. Prevalence of Education/Training Programs by Company Size

Company Size	Percent of Companies Reporting Program			
	Tuition Aid After Hours	Other Outside Courses	Company Courses After Hours	Company Courses During Hours
	%	%	%	%
10,000 employees or more	97	90	56	96
5,000 - 9,999	95	83	51	96
2,500 - 4,999	91	79	52	91
1,000 - 2,499	94	77	45	86
500 - 999	82	66	25	71
All companies	89	94	39	55

Source: Seymour Lusterman, Education in Industry

Citicorp, a banking concern with 40,000 employees, operates a decentralized program within its separate divisions that varies from teaching basic clerical and accounting skills to a nine-month training program for new loan officers. In addition to operating their own training center, Citicorp spends $1,000,000 a year on tuition reimbursements and insists employees take courses leading to degrees that are related to their work. Programs leading to associate degrees in business and an M.B.A. "are given on bank property so that employees can easily come straight from work for evening classes or take classes on their lunch hours" (Luxenberg, 1980).

Basic education is an intrinsic part of the Citicorp plan and courses are offered in basic math, preparation for the GED, and in accent correction for people who are not native English speakers.

Giant corporations such as American Telephone and Telegraph and International Business Machines generally concentrate on tightly-structured in-house technical training developed by their own profes-

sional training personnel or by companies specializing in industrial training. In-house education programs are currently comparable to out-of-plant enrollments. "A survey by the Bureau of National Affairs among 141 organizations reveals that, for their nonmanagerial employees, 55 percent had formal in-house training...the types of courses offered by employers ranged from graduate level work to basic reading and math skills" (McQuigg, 1980).

Indeed, a study of companies providing basic remedial education shows a distinct trend toward in-house instruction, operating during work hours, and supported by a wide variety of company types (See Table 2, Lusterman, 1977).

TABLE 2. Percentage of Companies Providing Basic Remedial Education

Company Size	After Work Hours %	During Work Hours %	Total During And/or After %
10,000 employees and over	14	29	35
5,000 - 9,999	6	14	18
2,500 - 4,999	12	14	22
1,000 - 2,499	6	4	10
500 - 999		4	4
Company Type			
Manufacturing	5	7	11
Transportation, communications, utilities	8	8	13
Wholesale, retail	1	2	3
Financial, insurance	6	18	20
Other	6	4	10
All Companies	5	8	11

Source: Seymour Lusterman, Education & Industry

A recent Department of Labor's Bureau of Labor Statistics' study verifies this trend to in-house education. In a survey of employee training in 14 occupations in the metalworking industries, firms reported the use of their production shop for training 90% of the time. However, for education in noncompany facilities, these firms reported the use of adult education centers 25% of the time, and community colleges, 10% of the time (Craig, 1979).

While school systems still prepare youth to enter the world of work, there is a growing public and corporate concern regarding the gap between the courses offered by schools and the training and career development needed to succeed on the job. "There is a growing tendency to view one's employee as a resource, and money spent in training and development as an investment rather than an expense" (McQuigg, 1980).

This attitude is not new for a few major companies such as M & M/Mars, a division of Mars, Incorporated. What is new, however, is the utilization of adult basic education staff and resources in a unique industry/education cooperative in-house program to upgrade the math skills of employees at the M & M/Mars-Elizabethtown plant.

III. ADULT BASIC EDUCATION AND THE M & M/MARS PROGRAM: AN EMPLOYER'S VIEW

James C. Harding

M & M/Mars-Elizabethtown has been supportive of adult education efforts in Lancaster County for the past six years. Employees whose lack of basic reading skills hampered their job performance and potential advancement have been referred to local ABE programs by the personnel department as a matter of course. Information about GED classes operat-

ing in the area has been circulated to employees yearly. Intermediate Unit 13's adult education program has always provided feedback to the industry concerning the progress of its employees enrolled in ABE/GED classes.

This informal interaction between local industry and education and the quality results provided by it formed the basis for the formal cooperative contractual agreement established between M & M/Mars and IU 13 this year. Under this agreement, two 100 hour secondary level math courses were taught in-plant with the industry providing the space, equipment and supplementary funding for the teacher, benefits, books, supplies and all travel costs. This supplementary funding has enabled the Lancaster-Lebanon program to maintain a $90.10 per participant GED/Secondary cost rate for FY 1979-80. This monetary payoff to adult education is more than matched in terms of benefits accrued to employer and employee. James C. Harding, Personnel Director, M & M/Mars-Elizabethtown, details the value of an industry/education linkage as viewed by the employer. (Sherry Royce)

We established the M & M/Mars program in conjunction with Intermediate Unit 13 and intend to expand this effort in adult education. Historically we have willingly expended resources to help our associates (employees) reach their full potential. The balance we strike as an enlightened business is simple: the associate supplies the motivation, we provide the opportunity.

"Noble sentiments," "Great," "Noble goals," "Bravo,"

"Enlightened management," "Author."

"Who is the author?" If you are an educator, engineer, scientist, labor leader, state legislator, congressman, senator, civil servant, civil rights leader, businessman, etc., you are the author. Collectively society has written the script and rather than sitting back and accepting the status quo, we have as a company determined it is in the mutual interest of all who are affected by our business to take an activist role in promoting in-house adult basic education.

By now, the cynical reader is saying, "Ah-ha! What's in it for the company?" The answer to that is: probably more than what's in it for an individual. In order to understand our motivation one must clearly understand that we found Adult Basic Education to be an answer to a multi-faceted business opportunity. Our work stations were being radically altered by the appearance of modular controls, digital read-outs, CRT's (Cathode Ray Tubes), programmable controllers and a host of other technological innovations. During the equipment debugging phase of all new installations, we began training operators in the use of these new systems. The one common characteristic of this new equipment was that the operator would have to be comfortable making mathematical calculations. One wrong factor, or a percentage calculation that was incorrect could set in motion an unforgiving programmed sequence of activities that turned pumps on, commenced blending tanks of ingredients, opened valves, closed valves and on and on.

The programmed process was designed to eliminate the need for manually activating or adjusting a particular production phase. Each operator assumed a burden for accurate computation of process variables.

We soon found the consequence of an error with a highly automated system was extremely expensive in possible ingredient losses. In addition, operators became extremely frustrated and developed a feeling of helplessness as "the computer took over."

The problem was investigated by production management and it was determined that our operators lacked sufficient math skills to cope with the equipment. The remedy to this problem was satisfied when I.U. 13 came in for a discussion on mathematics skills for adults. We found there was little relationship between an operator's previous level of formal education and his or her retained mathematical skills. We jointly agreed on course content and timetables. The course material included the following:

Basic	Advanced Algebra	Geometry
Whole numbers	Integers	Angles
Fractions	Number Sentences	Triangles
Decimals	Equations	Plane Figures
Percents	Monomials	Solid Figures
Measurements	Polynomials	
Metric System	Factoring	

At the start of the course, all twenty-five (25) operators who enrolled in the math course were given the Adult Basic Education Test to determine a base line in mathematical skills. The class average was 50 percent. A recent retest showed an average score of over 91 percent with seven weeks left to go in the program. At first operators were apprehensive with the program but in a short time they showed remarkable

enthusiasm for the learning process and were far more comfortable performing the calculations required by their jobs.

Another unforecasted benefit of the math course was that the operators' reading skills began improving because of the programmed instruction methods used to teach the math courses. Each student works alone completing problems on his or her own initiative with individual coaching from the instructor. There is a no nonsense atmosphere in these classes because each student has chosen to be there. There is no immediate economic incentive to attend classes and classes are held before and after their regular shift. The enrollment of the first group was limited to one critical production area. All future classes will be available on a plant-wide basis with class size the only limiting factor.

Some years ago the ability to use testing as a method of effectively screening candidates for jobs went out the window. For several years thereafter management groups struggled to find a substitute and most attempts met with only limited success. Our experience as outlined above and from other operating areas has convinced us that:

1. Specific training needs must be satisfied within the business if the business is to survive.
2. Training opportunities must be available to all who desire them for advancement.
3. Jobs must be designed and qualifications identified that encompass and require the use of their specific training experiences.

Each learning opportunity presented must clearly identify the actions any associate needs for advancement and the personal commitment

that must be made if he or she seeks to have the skills necessary to meet future technical innovations and compete in a world that places a premium on merit and job performance and far less emphasis on longevity. One of the students in our first math class summed up the feeling of all of the participants involved by saying, "I now feel good about myself. I'm confident and I know it."

IV. THE EMPLOYEE'S VIEW OF ADULT EDUCATION

Linda Malesic

Changes in attitudes toward skills and self are inherent in any worthwhile learning experience. Linda Malesic, Master Teacher for the M & M/Mars-Elizabethtown class, presents us with the bottom line for industry/education linkage - the benefit to the student. (Sherry Royce)

Most adult students are very apprehensive about entering a new learning situation - especially a class conducted at their place of employment. Normally there could be a great deal of pressure exerted from both their employer and their peer group. What would be expected of them? Would the work be too difficult? Could they learn the materials? Would there be ridicule from fellow employees?

The students who were to begin the M & M/Mars math class had apprehensions, but their fears would quickly be replaced by self-confidence both in themselves and their newly found math skills and a deep sense of personal satisfaction. Math student Elva Prosser states, "This course has revitalized a distant memory of math which I had all but forgotten." The students are the most vocal recruiters

for the class. Elva's daughter, also employed by M & M/Mars, has enrolled in the second math class. Says Rene Boyer, "If I have learned one thing it is that you can forget, but you need not be afraid to keep trying."

Math is an integral part of each student's occupation. "My job is a general helper in an area of the plant called the "Bar Line," says Steven Minnich. "This is an area in which candy bars are made. Each hour we must take weights, temperatures, densities, and percentages of individual and groups of candy bars. I enrolled in the math course to review basic math and also to learn thoroughly intermediate and advanced math."

M & M/Mars has encouraged their employees to learn at all levels. Through individual math assessment, an individualized math course was established. Thus, each student would be able to work at his or her own math level and be able to progress at his or her own pace. Linda Sarver comments, "I like working at my own rate of speed." On the same point Steven Minnich says, "My teacher works the problems out with me individually, and I like that." And so, the M & M/Mars math program is a personalized program that is tailor-made to fit the individual as contrasted to the more traditional program which forces the individual to fit into a set mold.

For some of the students it has been many years since their school days. "You're never too old to learn--look at me!" says Helen E. Smith, age sixty (60), mother of eight children, seven grandchildren, and one great-grandchild. "My children think it's great that I'm going to school. At first I didn't think I could learn, but I am very happy to report that I learned more in this math course than I ever learned in

school. It is a challenge."

The following story was written by Sara Jane Lindemuth, an employee of M & M/Mars-Elizabethtown:

"April 28th, 1939 - my thirteenth (13th) birthday, the last day of school for the year, was the last day of school for me. I finished the eighth (8th) grade in a one room school - a farm girl with no means of transportation to high school.

So why would a fifty-three (53) year old woman attend a math class forty (40)years later? I have a good job. I did not have a problem doing my job without the math class, but things are always changing, and I hope I change too. The one room school is closed - the building is now a Trading Post.

I have been working on the same job for ten (10) years and there have been a lot of changes. We are responsible for the chocolate on the candy bars. At one time someone else would tell us what our percentage of chocolate coverage was. They would weigh the bars before they were coated and after they were coated with chocolate. With a 'chart' they could find the 'numbers' and know from the 'chart' the percentages. Now we have a computer to help us. If it isn't working, take the finished weight, subtract the center weight, then divide by the finished weight and that sum is the percentage of weight that is chocolate. If you don't understand your math, boy!, is that hard to remember. We work with temperature and weights. We are changing to metric. I do have to think!

Taking the math class has helped me understand the math I use now, and has made me feel better about myself. It's been a long time since that one room school, but that math I learned there is still somewhere in the back of my mind. But when we do not use something, it gets dull and dusty and needs to be polished to make us feel we have something we can use.

I feel the class gave me good material to work with, and I liked not being pushed...I hope that I will be able to pick up the classes again. High School!! College!! Why not?"

Why not indeed! Adult Basic Education has done its job. It has opened the windov, and challenged the individual to "be all she can be." Adult education has pointed the way. The future is up to her.

The adult education/industry connection established in Elizabethtown, Pennsylvania in 1979-80 can point the way for the eighties. The bottom rung of the career development ladder is the purview of the adult educator. By bringing the learning center to industry as a cooperatively funded, designed and implemented venture of business and adult education, we can provide the employee with quality education, the employer with an expert and inexpensive training component and adult education with the supplementary funds which will enable programs to expand services without increasing costs.

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CHAPTER II

ESTABLISHING LINKAGE AND AWARENESS STRATEGIES TO INFORM COMMUNITY LEADERS ABOUT ADULT BASIC EDUCATION GOALS AND OBJECTIVES AT A LOCALIZED SITE

by

Mark C. Nagy
Mildred-Lee Greenwood

I. BACKGROUND AND NEED

Project Linkage is a model program designed to establish close cooperation between people of the community and the school district's adult basic education program. It was designed and implemented in the William Penn School District during the 1979-80 school year as part of the district's efforts in community education.

The William Penn School District, located in Delaware County, Pennsylvania, adjacent to Philadelphia, is made up of six boroughs having a population of over 50,000 in an area less than five square miles. The William Penn Board of School Directors has a commitment to community education and a willingness to share the ownership of the schools in many ways. Examples are:

- Citizen involvement - Citizen advisory committees have been major contributors to long range planning for the district from its formation in 1972 to date.
- Agency-school cooperation - Community Agency Day brought seventy-five (75) representatives of local agencies together with district staff and parents to talk about coordination and working together.
- Volunteer and parent involvement - The Title I Parents Advisory Council played a major role in the district's Project Pride

which [illegible] designated by the Pennsylvania Department of Education and the United States Department of Education as an exemplary program.

. Student involvement - Students have direct access to the school board, the superintendent, and the high school principals via luncheons that are held monthly and rotated among the three high schools.

. Ongoing programs for community - A community school has been formed which offers a variety of activities and experiences for students and adult learners. A community school council, formed after a visit by key administrators to the National Center for Community Education in Flint, Michigan, operates the evening school.

. Projects - A needs assessment based on 1200 respondents has helped ascertain the opinion of community members, staff, and students relative to school and community goals. (Nagy and Varacalli, 1979).

. Communications - School district citizens' bulletins are issued four times a year, and many other award winning publications have become a part of school board priorities.

Community involvement in the William Penn School District keeps the administration and board members in touch with community needs and desires.

Adult basic education is a district priority and has achieved notable success. Recognizing the importance of linkages, the administration and school board set out to identify and develop community networks and resources to assist adult basic education students. Converse-

ly, employes and clients of community agencies and other groups have likewise benefitted from opportunities provided in the adult basic education program.

It is the philosophy of the William Penn School District to reach out into the community to those who have not completed their formal education, and to those who need to become proficient in the use of the basic skills of mathematics and reading. As Madeira (1980) states it,

> "Adult education, in the simplest of terms, is a second opportunity for adults to learn to read and write, to learn English as a second language, or to get a high school diploma. In contrast to the traditional night school where a long time is needed to accumulate the necessary credits for a diploma, students in adult basic education can take an examination that measures their general education development (the G.E.D. exam)."

Historical backgrounds of the adult basic education program are summarized in an article by Gilbert Chavez (1970).

> "Adult basic education came into being with the Educational Opportunity Act of 1964 under the direction of the Office of Economic Opportunity. In 1966, the Adult Education Act shifted full responsibility for the program to the United States Office of Education. The program focuses on correcting the educational limitations of high school dropouts, aged 16 and over, whose inability to speak, read, and write the English language severely hampers their ability to obtain and retain employment commensurate with their capabilities. To remedy functional illiteracy as efficiently as possible, priority is given to instruction in linguistic and computational skills of persons functioning at the fifth grade level or below."

Low income and low levels of education are synonymous. The raising of educational levels is usually the most effective means of raising socio-economic levels; thus, adult education may serve to break the poverty regeneration chain. In his report on an adult education project

in Tucson, Arizona, Lindsey (1975) states:

> "It was important to demonstrate that the cycle of poverty in Tucson could be broken by meeting adult basic education needs head on! If education is indeed the generic solution to poverty, then the long range impact of continued neglect of glaring ABE needs is to condemn the children to another cycle of ignorance, illiteracy, underemployment, or chronic unemployment."

The target area of William Penn School District's Project Linkage is characterized by high population density, low income, and low educational expectations. An important fact stated in the 1970 U.S. Bureau of Census is that there are approximately 133,000 adults without a high school diploma in Delaware County, Pennsylvania, the county in which William Penn School District is located.

Recognizing the need for and potential of adult basic education, the administration and school board applied for a Section 310 Adult Education grant to support Project Linkage.

II. GOALS AND OBJECTIVES

The purpose of Project Linkage is to identify and increase the number of students enrolled in adult basic education. This is being accomplished by use of an advisory council which is developing model linkages with community based programs, literacy councils, volunteers, human service programs, the Chamber of Commerce, business, industry, labor and other adult basic education programs. This linkage effort fosters awareness of and access to educational programs geared to the adult learner. It seeks greater involvement from industry and business in identifying and encouraging student participation. Not only does it assist in obtaining training and employment opportunities for these students, but helps them to become aware of other human services that

are offered by agencies in the William Penn School District area.

Specifically, the program has the following objectives:

- To gather, coordinate, and disseminate information related to community education, literacy councils, human services, and adult basic education programs to the community.
- To seek and encourage greater industry and business participation.
- To operate workshops, seminars, etc., designed to encourage greater participation among the people in the community.
- To establish a dialogue between people in human service programs that now have a tendency to exist in isolation.

Project Linkage is a goal-oriented program that is "much in tune" with the community education objectives of the William Penn School District. The school board approved a 5-year Long Range Plan in 1979 that recommends continuation of "community education" and "community involvement" (William Penn School District Long Range Plan, 1979).

III. PROCEDURES AND ACTIVITIES

A sequence of activities for Project Linkage was developed as follows:

1. July 1 to August 31

   A sixteen member advisory council was formed consisting of representatives from the following groups: the

William Penn Community School Council, the Long Range Plan Citizens Advisory Council, the regional Literacy Council, the students and graduates of ABE programs, child care and other human service agencies, service clubs, the NAACP, the Chamber of Commerce, trade and labor unions, the ministerium, and school district personnel.

2. September 1 to December 31

The advisory council distributed information through the use of: spot ads on television and radio, posters, articles and ads in local newspapers, and telephone promotional activities on the part of business, industry, and labor. The advisory council also sponsored an "Interagency-Adult Education Awareness Day."

3. January 1 to March 31

Interviews with students were held at a special reception. Opportunities were provided for council members and students to share and exchange their ideas on the matter of effective linkages.

4. April 1 to June 30

A regional meeting was planned by the Project Linkage steering committee involving the adult basic education directors from the five-county area: Delaware, Bucks, Chester, Montgomery and Philadelphia.

Adhering to the above timetable became a major priority. The following details describe the timetable in more detail:

Steering Committee and Advisory Council - A steering committee was appointed as a first step to action. The steering committee includes the Director of the Adult Basic Education Program, the President of the Community School Council, a high school teacher (who also serves as an assistant to the ABE Director), the Director of the Title I program, and a ctiizen who had served as chairperson of the school district's Long Range Plan Citizen's Advisory Committee. These committee members remain in close communication so that they may focus on as many facets of community needs as possible. Each member of the steering committee has had extensive involvement in community activities and has demonstrated a high commitment to serve the community.

The steering committee assisted in the preparation of the agenda and provided leadership for the various special activities such as "Agency Day." Since members of the steering committee participated in established school-community linkages, they were of major assistance in helping the sixteen member council focus on the linkage task,

Council members accepted the following premises:

1) that adult basic education is an instructional program designed to provide adults with basic reading, writing, speaking, and computational skills;
2) that the primary goal of ABE is to achieve eighth grade level reading comprehension and other basic learning skills;
3) that adults completing an ABE program are considered excellent candidates for more advanced programs such as general educational development (GED) classes;

4) that the GED diploma is a valid certificate awarded by the Department of Education and recognized in all fifty states (a natural follow-up to ABE completion);

5) that almost every student who completes an ABE program indicates a desire for further learning; and

6) that the Delaware County Community College has learning opportunities which complement the ABE program.

Publicity, Dissemination and Awareness Strategies

Each member of the advisory committee helped to develop and distribute information. Members suggested that any publicity presentation should include information about the following points:

1) program expectations,

2) the opportunity of acquiring a high school diploma,

3) experiences of other ABE students and graduates, and

4) the fact that there would be no cost involved.

Committee members wanted attractive promotional posters and employed professional assistance to design a logo. A mortar board and the letters *ABE* were selected by the committee as the appropriate graphic, with the slogan *"Yearning for Learning"* featured on the posters and flyers. The flyers read as follows:

YEARNING FOR LEARNING?

AGE IS NO BARRIER!

The William Penn School District's Adult Basic Education Program is open to anyone 16 years of age or older.

ABSOLUTELY NO COST!

Adult Basic Education classes in English, math and reading are

free. All textbooks, workbooks and educational materials are supplied free.

WORK AT YOUR OWN SPEED!

Each student receives individual attention tailored to his or her own need. Work at your own speed as you progress from level to level.

ENTER THE PROGRAM AT ANY TIME!

There is no starting or stopping date. Enter at any time during the year in a program designed for you.

EARN A HIGH SCHOOL DIPLOMA!

Preparation classes are available to prepare you for a GED test leading to a high school equivalency diploma.

CONVENIENT EVENING CLASSES!

Adult Basic Education classes will be held Monday, Wednesday and Thursday evenings (Location)

WILLIAM PENN ADULT BASIC EDUCATION PROGRAM

CALL FOR INFORMATION! (Phone number and ABE Director's name)

In addition to the above copy, school district and Project Linkage logos were included on the posters and flyers. Also, there were six photographs that showed the diversity of the various target groups: young, old, female, male, black, white.

Upon completion of the flyer, plans for distribution of the flyer were made, with committee members being assigned to the following contact agencies and groups:

TV, Radio and Newspapers	*Social Service Agencies*
Parents	*Legislators*
Volunteer Groups	*Neighborhood Schools*

Employees (in local industries & businesses	*Hospitals*
Auxiliaries (American Legion, VFW, etc.)	*The Ministerium*
Students (former graduates as well as dropouts)	*The Employment Service/ Social Security Office*

The Probation Office

The radio and television spot announcement read as follows:

THOUSANDS OF ADULTS IN DELAWARE COUNTY DO NOT HAVE A HIGH SCHOOL EDUCATION. HERE'S YOUR CHANCE TO DO SOMETHING ABOUT IT. REGISTRATION FOR WILLIAM PENN ADULT BASIC EDUCATION PROGRAM WILL BE HELD ON _____ _____(DATES AND LOCATION WERE GIVEN). CLASSES ARE FREE. REGISTRATION WILL CONTINUE ALL MONTH. FOR MORE INFORMATION, CONTACT _____ _____(THE DIRECTOR'S NAME AND TELEPHONE NUMBER WERE GIVEN).

One way to reach and inform large numbers of people was to utilize the dissemination resources of the many churches within the community. Therefore, the Project Linkage chairperson and the school superintendent sent letters to members of the Ministerium asking for their support. The letters explained Project Linkage as one which seeks to identify and promote an increased number of students in the school district's adult basic education program. Further, the letters included the director's name and telephone number,as well as the dates when classes were to begin. The letters then described the program and asked the clergy to include a short informational message about the ABE program in their respective church bulletins.

One of the main informational agencies in any community is the local library. Consequently, the librarians employed in the community's four boroughs were invited to help. The chairperson of Project Linkage suggested that the librarians consider how they might coordinate their efforts with those of the school to facilitate the goals of adult basic education. The librarians expressed a willingness to do this, and to share materials and disseminate information about the adult basic education program. One positive side effect of this contact is one borough's possible use of a portion of the school's children's collection during the summer of 1980. A similar situation exists in another borough of the district where the public library and school district library share the same facility.

Project Linkage Adult Education Awareness Seminar

Because William Penn School District believes that learning is a lifelong process, project personnel included an Adult Education Awareness Seminar in order that community agencies, business-industry-labor representatives and residents might discuss the opportunities available for the adult learner within the community. The seminar was held in autumn, with the participants covering a wide variety of offerings including courses in personal development, recreation, job skill training, basic skills, as well as courses for college credit.

The day was planned by the Project Linkage Committee, and the invitations were sent to community groups, social service agencies, churches, municipal governments and educational institutions and the business-industry-labor community.

After welcoming remarks by the project chairperson and the school

superintendent, the day's program began with a keynote address. A senior citizen, who lives in the community and serves on the William Penn Community School Council, shared her experiences in adult education. She has traveled in thirty-five countries setting up adult literacy programs. She made it a point to emphasize that the inability to read or write does not mean that a person is stupid or that he or she has nothing to offer society. She emphasized "looking at" the total person.

PRESENTERS

The Community "Y"

The Community College

The County Literacy Council

The Extension Service of County Vo-Tech Schools

A local college

A University Agricultural and Home Economics Extension Service

A university Continuing Education Section

An Adult Basic Education Program

A Community Evening School

A Cultural Alliance Group

The ten presenters were divided into two groups of five. Each five-group section gave two fifteen-minute small group presentations. This format allowed those attending the day to participate in four mini-workshops with the presenters having the opportunity to attend two other small groups sessions. A great deal of information-sharing took place in these mini workshops through questions, answers and open dialogue.

The Project Linkage Education Agency Day concluded with a presentation on the needs of the returning older student by the Director of the Women's Center of a nearby state college.

Written evaluations were distributed, and the results indicated that the Adult Education Awareness Seminar was a success. Included in the evaluation summary of the day's activities were the following comments:

- *very informative! invaluable contact, excellent speaker*

- *a good variety of agencies produced a well-rounded information source*

- *purpose was well achieved; presentations were highly informative, I learned about several programs that I did not know existed and they should prove helpful*

- *I can now familiarize other staff and clients at my agency with the new information I have gained*

- *I was amazed at the number of programs available*

- *I will suggest to a few of my clients that they take advantage of the school district's night school and the county vocational-technical night school*

- *I plan to utilize material to a large extent with co-workers and clients; thank you very much for the opportunity to learn of the various programs*

- *I know something is being done by the turnout and the earnestness of this function*

Reception for ABE Students

Although the director of the adult basic education program has given regular reports to the committee throughout the year, a special evening session was set aside to meet with students. The reception (with punch and cookies) was held in the library of the high school where the ABE program is conducted. The ABE teachers extended the break-time so that the students and members of the committee could visit together. Each participant completed a short, informational questionnaire.

The chairperson of Project Linkage gave special attention to sending out personally-typed letters of invitation, as well as subsequent letters of appreciation for participation in all activities. It was apparent that this emphasis on good interpersonal relationships helped to make Project Linkage a success. The age range of the ABE and GED students who attended the reception is shown on the following page.

SEX:	66	Male	108	Female	
AGE RANGE:	57	18-19	9	35-39	3 55-59
	32	20-24	9	40-44	1 60 plus
	30	25-29	5	45-49	
	23	30-34	5	50-54	

In order to determine how they found out about the school district's adult basic education program, the students were asked this question: *HOW DID YOU HEAR ABOUT THE WILLIAM PENN ADULT EDUCATION PROGRAM?* They responded as follows:

37	Another person	12	Community Organization
15	Newspaper	0	Place of Employment
0	School Bulletin	0	Volunteer Organization
90	"Yearning for Learning" flyer	13	School Counselor
		3	Probation Officer
0	Poster	1	Service Recruiter
0	Radio	2	CETA
1	Church		

Meeting with Regional Directors of Adult Basic Education

In the spring, the entire steering committee of Project Linkage joined with representatives of the adult education directors at a meeting held at the County Community College. As a first order of business, the chairperson called upon the school superintendent to review the progress of Project Linkage. In addition to the school superintendent's comments, the William Penn School District Adult Basic Education Director also

commented on the program, while the chairperson reviewed the scope of the grant. Likewise, other members of the steering committee also reported on the Adult Education Awareness Seminar, as well as the meeting with the ABE students and the Project Linkage Committee. The chairperson requested each director to provide ABE student enrollment statistics for regional comparisons. As part of the meeting, the ABE directors shared successful adult basic education strategies and linkages. Several positive comments were mentioned, including the following ways of disseminating information:

- Contacts with Department of Welfare
- Contacts with business and industry
- Counselor and teacher help in job counseling
- Conferences of adult educators
- Title I Parent Advisory Councils
- Person to person contacts
- Child care agencies
- Advertisements on GED and the attainment of a high school diploma
- Neighboring districts
- College placement centers
- GED alumni groups
- Mass mailings
- Employment agencies
- Newspaper articles by and for ABE students
- Letters to community leaders and the ministerium
- Local offices of the State Employment Service
- CETA Programs
- Liaison with the Immigration Office (ESL)
- Programs in which students return to share their successes

Many success stories were shared by the ABE directors, with special attention given to those personal dimensions that teachers must have to assure a successful program. Those dimensions are:

- having an easy-going "personality"
- the ability to establish relationships and build confidence

- the use of good communication skills
- the use of positive reinforcement
- having the ability to individualize instruction
- having a tolerance for noise levels that are associated with planned classroom activities
- a relaxed (informal) manner
- the ability to get students to feel good about themselves
- a strong commitment
- the ability to work with older students
- having an understanding of small group work

The above personal dimensions are similar to the ten assumptions about adult education that were identified by Godbey (1978) in his practical manual, Applied Andragogy.

Basically, the adult education teacher:

1. Assumes the interest of learners must be "captured," or they will not attend learning sessions.
2. Recognizes that the self-concept of an adult is that of a mature, independent person, capable of self-direction.
3. Views the learner as having a reciprocal relationship with the teacher and other learners.
4. Sees the life experience of adults as vast, varied, and contributing richly to the learning process.
5. Sees the accumulated knowledge and life experience of all learners, as well as the teacher, as valuable resources for learning.
6. Allows the learner to select the content and the process of learning content and process are based on individual interests and needs.
7. Sees education as a process for "problem solving" in the present for doing something relevant to the present situation of the learner.
8. Views the primary function of the teacher (or trainer) as guiding the learning process but not controlling behavior in most aspects.
9. Has great concern for how the learner feels about the content as well as the process of learning and regards positive feeling as important to the retention of learning.
10. Regards the learner as continually evaluating the utility of past learning and assessing his own need for further learning.

IV. CONCLUDING ACTIVITIES

The Project Linkage committee met to discuss the concluding activities for the year, and divided the activities into two categories:

1) immediate goals to be implemented as soon as possible; and

2) long range goals and recommendations

An inexpensive updated flyer was printed which announced the fall session. These flyers were distributed to the parents of elementary age children in the school district, and were also mailed to parents of pre-school children to encourage them to participate in the district's adult education program.

An announcement poster for the fall has been printed. It will be distributed to swim clubs and recreational centers by mid June. It is designed to inform the sixteen year olds and other young adults who are engaged in summer recreational activities, but as yet have not been reached by the recruitment effort.

In June, a media specialist will begin to take slides and prepare a short 5-7 minute presentation of the ABE program. This presentation will be used to visually illustrate the program to groups and organizations, and to supplement and/or replace speakers. There will be four copies of the presentation on file for the ABE Director's use and for use by other ABE personnel and groups. In the fall, the Parents Council plans to show this slide presentation to parents and teachers in the William Penn School District.

A follow-up letter was sent to each agency that attended Agency Day asking for its continued support during the summer months in enlist-

ing potential clients. Included in the letter was a multi-colored flyer which had the slogan -- *"Get in the Picture"* - a technique designed to personalize the recruitment approach.

The linkages that have been established between William Penn School District and each of the Agencies are to be continued in adult education. Six major agencies that serve large numbers of clients have been chosen to determine the breadth of client needs; Also, the ABE coordinator has helped to determine the types of ABE programs the William Penn School District might offer. The agencies contacted are:

1) The County Office of the Department of Public Welfare
2) The Office for Employment Training
3) The County Literacy Council
4) The County Health and Welfare Office
5) The County Office of Employment Services
6) The Agency for Parent Education and Human Relations

Agencies were selected in accordance with findings in Madeira's (1980) study that showed agencies represented 17.4% of all referrals during the two-year period, and that community agencies were most helpful because they served the same people as those served by ABE.

V. EVALUATION AND LONG TERM RECOMMENDATIONS

The primary source of evaluation will be a questionnaire designed by the Advisory Council, the ABE Director, the Project Linkage Coordinator, and mailed to a random sampling of the ABE students. The success of the project will be based on the increased awareness and access of

adult educational opportunities as determined by the Advisory Council.

Based on the project to date, the following recommendations seem appropriate:

Since the responses to the questionnaire indicate that the majority of students are in the age range of 35 and below, and that almost one-half of the students are women, it would be appropriate to distribute recruitment information in those areas where this type of target population can be reached. Examples are:

1. Distributing recruitment literature to all of the homes within the William Penn School District.

2. Placing inexpensive flyers into grocery bags that have been purchased at the local grocery stores.

3. Inviting ABE speakers to make presentations to women's groups in the local churches.

4. Iniviting ABE speakers to make presentations to each PTA and Home and School meeting.

5. Developing a brief slide presentation for use by the area Cable TV.

Long range recommendations include the following:

1. That planning be done and literature printed for a "blitz" recruitment campaign for three weeks every September.

2. That recruitment by telephone be added to promotion efforts.

3. That counselors provide a list of last year's high school dropouts in order that these youths may be contacted and recruited into ABE programs.

4. That a daytime ABE program be planned and implemented. The William Penn School District will explore the possibility of a daytime program as well as establishing a day care facility. Such a facility does not have to be located at a school site. It is possible that a community center or a church might be used for this purpose, and that a small fee could be charged for the child care service.

5. That support for the Department of Education's Student-of-the-Year Contest be maintained and that ABE graduates who have "made good" be considered as possible candidates.

6. That there be a continued emphasis on the recruitment of ABE students through contacts with families, friends, school district personnel, students, and the various community agencies and groups.

VI. REVIEW OF PROJECT LINKAGE

Project Linkage has raised the consciousness of many educators, school district administrators, lay citizens and agency workers that not only is there a great need for adult education in Delaware County, Pennsylvania - where one-fifth of the county is minus a high school diploma or its equivalent - but even more importantly, that <u>there is an answer</u>!

Programs do exist, and when people care, the solution to the problem is likely to be attainable. Project Linkage aimed at alerting community leaders, social workers, business-industry-labor groups and others who continue to serve as key recruiters about the value of adult education. These linkage groups were encouraged to "spread the word" about ABE programs and services to as many adults as possible.

Thus, in a relatively short time (one school year), the advisory committee to Project Linkage conducted an effective promotional campaign to advance the cause of adult education. Newspapers, radio, television, posters, circulars, flyers, and personal letters were employed to inform ministers, industry, business and labor leaders, educational institutions, social agencies, school administrators and teachers, and civic groups about the mission and goals of Project Linkage. Finally, an awareness seminar was held to review the effectiveness of Project Linkage and the results of the project are significant. Not only were more students identified and enrolled in the adult basic education program during the time of the project, but an awareness was created throughout the community. Through the efforts of the Advisory Council, linkages were established with community organizations, agencies, business-industry-labor groups, as well as other educational programs. These linkages will not end just because the project is ending. Indeed, the dialogue and linkages that were established among people in adult programs that formerly were in isolation will continue.

Project Linkage is a model of the community education maxim,

"People helping people to help themselves."

As the superintendent said in his remarks during the Adult Education Awareness Seminar in reference to the on-going effect of Project Linkage,

"It is the end of the beginning."

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CHAPTER III

UTILIZING EXISTING COMMUNITY COUNCILS TO IDENTIFY THE EDUCATIONAL, VOCATIONAL AND PERSONAL-SOCIAL NEEDS OF ADULT CLIENTELE

by

Robert J. Reidy, Jr.

INTRODUCTION

The purpose of this study is to define existing strategies utilized by community educators which may be useful to adult educators in increasing the impact of adult education on a community. Specifically, this paper will deal with the strategy of developing and utilizing a community education advisory council and its application to adult education and the needs assessment process.

THE COMMUNITY ADVISORY COUNCIL

Community advisory councils have been advocated since the 1940's as a means of involving citizens in the educational process (Conference of School Administrators, 1948). During the 1950's significant interest was demonstrated in community advisory councils throughout the nation. This national thrust, however, quickly subsided. Campbell (1973) offers the following reasons for this decline in the development of community councils:

1. Lay advisory groups often lacked strong leadership either from professional people or laymen.
2. Some people aver that lay advisory committees would still be thriving if they had had the dedicated leadership of community school directors and home counselors. These positions were not yet in existence in the 1950's.

3. Superintendents and principals really did not want citizens dabbling with school affairs any longer than it was necessary for them to do what they were supposed to do, and that frequently was to pull the superintendents' chestnuts out of the fire.

4. Citizens in some settings were given relatively unimportant assignments and, because of this fact, their interest tended to diminish to a mere shadow.

5. Lay advisory groups were started before their time had arrived. In the 1950's many administrators and teachers really wanted to isolate themselves from the public. Indeed, I suspect that numerous superintendents and principals viewed extracurricular activities, including athletics, as more of a nuisance and a burden than a desirable educational experience.

Community educators throughout the country are attempting to renew national interest in community councils. LeTarte and Minzey (1972) identify the community council as a basic ingredient to the success of the community education program. They define the community council's primary function as communication. In their words,

> The organizational pattern suggested for community councils is primarily aimed at providing improved communication, community involvement and identification of community problems. There will be a need also for involvement of decision-makers, agency groups, governmental leaders and the so-called "power structure" ... problems and priorities will be decided at the neighborhood level and these neighborhoods will also be represented at all levels of decision-making so that their perception becomes one of being "done with."

Seay et al., (1974) state that the community council provides "a grass roots level of participation in the process that achieves a balance and a use of all instructional forces in the education of all the people of the community." They define the role of the council as actively participating in assessing needs, planning programs, evaluating, and decision-making. Moreover, they assert the following:

> This principle is based on the long tested knowledge that the people, given the essential facts and freedom to express their views, will make the best decisions in matters that

> affect their own welfare. These councils are vital links in the organizational and administrative structure of community education...The councils take many forms, but most of them are either (a) made up of laymen representing the people of the community, or (b) made up of representations of educational agencies in the community.

Melby and Kerensky (1971) describe the community council as a vehicle used to solve community problems. They state,

> Each community school should have a citizens' advisory council, a council that serves to inform the school of the community's needs, desires and expectations. In addition, the citizens' advisory council assists the professional educators by informing members of the community of problems and goals sensed or expressed from the point of view of educators... In addition, school personnel must develop attitudes that allow them to share decision-making in certain areas with the advisory council.

Most community educators appear to agree that the functions of the advisory council are to allow for citizen participation, to improve communication between the school and the community, and to share decision making. Furthermore, there appears to be consensus among community educators that the community advisory council should be composed of a wide range of community representation. However, little empirical data are available on the organization and structure of an effective community council.

Woons (1974) established guidelines for the adoption and implementation of community councils. His study also attempted to determine the functions and characteristics of community school councils, and to identify issues pertaining to the establishment of community school councils. The random sample selected for this study was composed of one hundred and eighteen persons from those school districts receiving community school funding from the State of Michigan in fiscal year 1971.

Based on his study results and an extensive review of the literature, Woons made the following recommendations:

1. Councils should consist of a broad, representative community membership. In size they should be between fifteen and twenty members.

2. The terms of members should expire with no more than one-third of the council membership being replaced at one time. The presiding officer of the council should be a lay citizen.

3. All councils should adopt bylaws, or have a written agreement with the board of education. Council functions and characteristics should be determined by the needs of the community, and should be clearly outlined in the bylaws.

4. Council meetings should be held on a regular basis during the school year only. Written agendas should be mailed to council members prior to the meeting.

5. Councils should reach decisions either by vote, or by consensus of opinion. The method that is chosen should be determined when the council is formed.

6. School districts should consider a districtwide council when the community education program is in its formative stages. Building councils can be established as the program is developed and refined.

7. School employees should not outnumber lay citizens on the council. School administrators (e.g., community school directors and principals) should not have voting privileges.

In Mackenzie's (1972) study of community councils, successful councils were described as having these elements: first, there was a degree of formality which included regular monthly meetings and written minutes of all meetings; second, the agenda or program was determined by citizens rather than school personnel; third, there existed a close friendly relationship between staff members and citizen members of the council; and fourth, the principal maintained a close relationship with council members.

In the above section of this paper, the community advisory council was described by a sampling of community educators. On the same topic, Reidy (1975) drew a parallel between the philosophical basis of the community advisory council and Likert's linking pin model. Let us explore these relationships.

THE COMMUNITY ADVISORY COUNCIL AS A LINKING PIN GROUP

Likert (1967) perceives organizations as being composed of work groups rather than a collection of individuals. Likert's view of an organization is stated as follows:

> ...Organizations are commonly viewed as a collection of individuals with jobs that have been designed to fit together to get the work done. This way of thinking about organizations suggests a man to man approach to the relationships between supervisors and subordinates...
>
> (It) assumes that a person performs his work more or less in isolation, except for influences from his immediate supervisor and contacts with others as required by the assignment.
>
> Experience and research evidence suggest, however, that an...organization is not a collection of individual people and individual positions. It is instead a pyramid of work groups, each group having responsibility and functions that are fairly common among members and somewhat different from those of members in other groups.
>
> Focusing on work groups rather than on individual persons and positions makes clear the importance of a number of characteristics of organizations that might otherwise be overlooked (Rensis Likert Associates, Inc., 1972).

It is Likert's contention that the immediate work group is the basic component through which an organization gets its mission accomplished. The organization's structure must allow for two-way communication between all segments. Likert refers to the above structure as the overlapping group structure or the linking pin

model. The overlapping group structure fosters communication throughout the entire organization by involving representatives of each work group in the decision making process. Individuals who are members of a work group and also members of the larger overlapping group are referred to as "linking pins." This type of group structure allows each work group to have input into the organization as well as to maintain a steady flow of communication within the total organization. As Likert (1967) sees it, "...all subordinates in a work group who are affected by the outcome of a decision are involved in it."

The group structure or advisory council model advocated by Likert enables individuals to have input into the goals of the organization and thus maintain a balance between the needs of all groups within the school community and the needs of the school (Reidy, 1975).

ORGANIZATION MODELS*

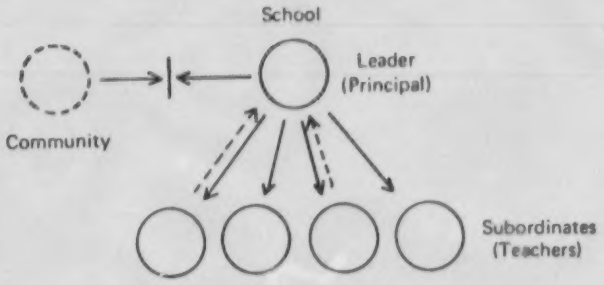

Figure 1. One-to-One Relationship Model. In this type of organization, each teacher deals directly with the principal and works relatively independently of other teachers. The principal usually assumes responsibility for communicating with parents and other community groups and organizations.

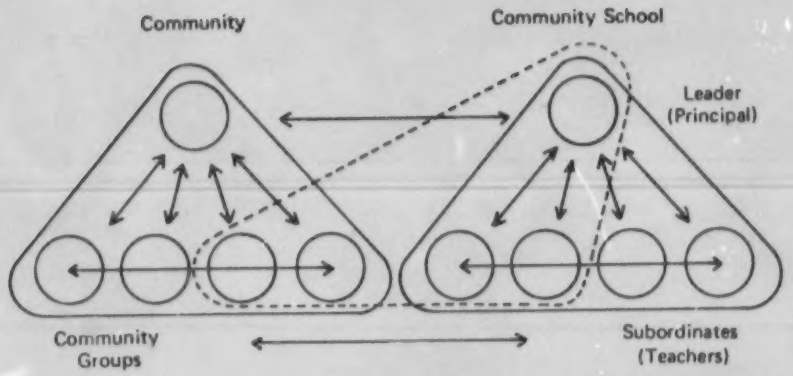

Figure 2. Group Organization Model. In this model, communication flows in all directions between all groups within the school and between the school and community. The components encircled with the dotted line represent the communication linking group between the school and community.

*Diagrams adapted from Likert, 1967.

The purpose of the community school advisory council is to assist the school administration in carrying out activities and to foster communication between the school and all segments of the community (Burden and Whitt, 1973). According to O'Neil's (1972) definition of a community council, all groups within the school attendance area, i.e., residents, teachers, business and agency representatives, etc., should participate in council activities. The council enables representatives from the total community to participate in the decision-making process and share administrative responsibility in the community school.

It is the contention of this writer that when a community advisory council functions as a linking pin group as defined above, it will serve to strengthen the organization which utilizes it.

COMMUNITY ADVISORY COUNCIL MODELS

Today community advisory councils exist throughout all levels of our educational system. Although community advisory councils appear

to vary greatly in composition and actual function, most councils appear to exist for a common purpose. The literature consistently defines this purpose as involvement. Some councils are involved in planning, others in advising, while others share in the decision-making process and become directly involved in program implementation and evaluation. Often the function of an advisory council is dictated by the state and/or federal law which required its development.

Public Law 94-482, related to vocational education, mandates the establishment of "State and Local Advisory Councils in any state which desires to participate in programs under this act." The law goes on to state the specific role of the councils at both the state and local levels.

The recently enacted Title I legislation is another example of a public law mandate. This law requires the formation of advisory councils at the school building level to insure an opportunity for citizen input. However, federal or state mandates cannot insure advisory council effectiveness. Yabu and Cochran (1976), in a study which attempted to determine the effectiveness of the "Michigan Administrative Guide to Vocational Education," presented the following conclusions:

1. There was a need statewide to improve the effective use of advisory councils;
2. Training was needed in the use and formation of advisory councils; and
3. Various representatives from labor and business/industry represented different views.

Anyone who has worked with Title I advisory councils over the past several years must question the effects these councils have had on the total Title I program. This writer does not mean to imply that community residents are not interested in the educational services provided by Title I. Many dedicated individuals have given unselfishly of their time. However, attendance usually diminishes after the first several meetings. In addition, the disinterest that results can be directly related to one of Yabu and Cochran's (1976) key findings: that is, training is needed. If a profession considers the formation of an advisory council merely as an obligation resulting from a mandate, the effectiveness of the council will be doomed to failure. Indeed, an active and interested advisory council can be a vital component in the implementation of an educational program.

The State of Florida, on the other hand, has experienced some degree of success with a mandated advisory committee through passage of the Florida Education Accountability Act of 1973 (Seymour, 1978). The process began in 1971 when Governor Reubin Askew appointed a committee to study education in Florida. Accountability became the study committee's main theme. As one of its recommendations, the study committee stated that "citizens advisory committees should function as an advisory group to the principal and, in general, should work with him/her on the development of the budget, the program, personnel policies, and the improvement of the quality of education."

Although only an estimated eight percent of committees perform meaningful advisory functions, Florida feels this is a step in the right direction. However, several obstacles have made it difficult to

carry out the legislature's mandate. The councils to date have experienced committee problems. State legislation has not clearly defined the advisory council's role, particularly as it relates to their relationship with principals and other administrators. Further, the legislation has not made clear what the scope and authority of the council's function should be. Finally, no resources have been allocated for council activities.

The question of council effectiveness has been addressed by many. Below is a brief summary of current literature on this topic.

Morris and Seymour (1978) outlined three critical concerns which must be clearly defined before a council can be totally effective. The first concerns the authority of the council and how it will be structured. It is imperative that all members of the advisory council understand their relationship within the organization they serve. Are their actions advisory, or do they have the authority to make decisions related to budget, program and personnel? No matter what the authority of the council, everyone must understand the rules under which he or she is operating. What process will be utilized by the group to arrive at decisions and/or recommendations? Above all, however, council members must be committed to the democratic process, and to listening and understanding each other even though they may not agree with each other.

Second, understanding how the council is to function is also very important. The mechanics of how the council operates will be directly related to how effective the council will be. The discussion of rules which will govern council meetings and careful planning of agendas and

the utilization of time will also be important to council success.

Third, what support can be provided to the council? Is there a commitment to involve staff (both professional and non-professional) with the council in order to provide council members with accurate information and aid in research efforts? Will the advice of the advisory council be carefully considered and shared throughout the organization?

In a workshop at a Teacher Corps Conference, Carrillo (1979) addressed several principles that he considered to be helpful in working with advisory councils. These principles include in-service training, composition, involvement, new ideas, consensus decisions and structure. It is Carrillo's contention that continuous in-service training will aid council members in understanding their role and function. It will also aid in helping members of the council to function together. He further asserts that: (1) It is essential that council membership truly reflects all segments of the school community; (2) Assessing council membership on a regular basis to ensure community-wide representation is an appropriate strategy; (3) Council meetings should be action-oriented and involve as many individuals as possible in its activities; (4) All council members should be apprised of community activities and feelings; (5) Council meetings should allow time for the discussion of new ideas; (6) Council members should be encouraged to study new projects; (7) Representatives of community agencies and organizations should be invited to speak to the council; (8) The consensus approach should be utilized in the making of decisions since this approach promotes a more intense discussion of the issues at hand and is likely to promote council understanding; and (9) Advisory

councils should have structure which should be kept to a minimum at first and built up gradually as the need develops.

Several state departments of education have published guidelines for effectively working with advisory councils. In South Carolina a document entitled, Suggestions for Strengthening Advisory Committees (1977) was developed. The guidelines produced in this document cover many aspects of advisory committee organization. According to the guidelines, advisory committee size is dependent upon function. Once the committee is established, the membership should address itself to the designing of the structure under which it will operate. After the structure is decided upon, guidelines should be written. The report, however, warned that guidelines should not be so cumbersome that they bog down the committee.

The South Carolina guidelines advocate training for all advisory council members. This training should be supplemented with the use of educational consultants who periodically lend their expertise to particular educational issues. For a complete list of training suggestions, see Appendix A. The report concludes by outlining several functions of advisory committees.

In 1975, the Illinois State Office of Education, Division of Vocational Education, published a guide for planning and organizing advisory councils. This document stresses the organizational procedures as being critical to advisory council effectiveness. The organizational procedures outlined include clearly defining the role of the council. Suggestions are made for the conduct and degree of structure which will govern the council's meetings. The report goes on to emphasize the importance of assigning a professional in the

school program to work with the advisory council. In discussing advisory council organization, the concept of total community representation on advisory councils is reinforced. The report also recommends that advisory councils address themselves to pertinent problems facing the school, and that they should make recommendations for the betterment of school program activities.

In 1973 the Colorado State Department of Education published a document entitled, "The School Improvement Accountability Process Kit." This document specifically addresses itself to the purpose of a community advisory council. It outlines these purposes as: (1) identifying community concerns; (2) identifying and defining current problems in education; (3) defining objectives for the educational program; and (4) monitoring the progress of school staff with regard to objective achievement. The document then goes on to describe the organizational process for monitoring the activities for the school improvement accountability process. This particular document varies greatly from most literature on community advisory councils in that it advocates a quasi supervisory role for the citizens involved in this process.

A dissemination guide was developed for community-based adult education programs in 1978 by the Cabot Public Schools, Cabot, Arkansas. It is an extremely process-oriented model which defines the purpose of the community advisory council as one of organizing to assess community needs and resources, and then to match the two for delivery of an educational program to the community. Adult education in the Cabot Public Schools has a much broader definition and is considered much more than the offering of evening classes. The program stresses the interaction of people and believes that the traditional role for public

education must be expanded to include the retraining and education of the adult community. This community school-based adult education model has four components: the first being the establishment of a community advisory council for the purpose of guidance and program implementation; the second, the development and implementation of a community needs assessment; the third, the facilitation of program development and implementation; and the fourth, the involvement of the evaluation process.

In discussing the role of the advisory council, the Cabot Model (1978) states that the first meeting must be devoted to defining the functions of the council, developing bylaws which will govern the council, and the election of officers. Finally, the report states that the role and responsibility of each individual council member and the council as a group must be clearly defined and understood by all members. The report concludes by outlining several do's and don'ts for community advisory councils.

A review of the research on advisory councils clearly indicates that if an advisory council is to truly function effectively, it should adhere to several basic principles, namely:

1. The advisory council must clearly understand its role.
2. The advisory council meetings must have some degree of structure and be well organized.
3. The council members should be afforded inservice training.
4. The advisory council composition must be truly representative of the community it serves.
5. The council member should be provided with the necessary resources, both financial and human.

THE NEEDS ASSESSMENT PROCESS

Extensive literature is available on developing and conducting surveys for the purpose of assessing community needs. Thus, it would be virtually impossible to cover all aspects of this topic in this paper. In reviewing the literature, however, there are several basic components which must be considered throughout the needs assessment process. The first question that must be answered by those contemplating conducting a community needs assessment is what the purpose of the survey will be and why it is necessary to conduct one. Once these questions are answered, the content of the survey should then be developed to relate specifically to the purpose of the survey. For a complete overview of developing a community needs assessment and implementing it, the writer recommends "Facts and Figures - A Layman's Guide to Conducting Surveys" by Bill Burgess (1976). This document was developed in cooperation with the Institute for Responsive Education and the Edward Hazen Foundation of New Haven, Connecticut. It does an excellent job of defining the needs assessment process, and presents the process in nontechnical terms. For a more technical look at the needs assessment process, the reader should refer to School Communications - Ideas that Work, a public relations handbook for school officials, by Bagin, Grazzian, and Harrison (1972).

Once the community survey is conducted, the utilization of survey data is critical. It has been this writer's experience that too often the community needs assessment information is often under-utilized for many reasons. The primary reason is that it is often very cumbersome to deal with a survey instrument once it is returned, particularly if a

large percentage of the target group responds. However, there are many ways to record and store survey data. Obviously, if one's program has access to computer capabilities, this would probably be the most effective and efficient way to deal with survey data of a statistical nature. On the other hand, if you are running a program which deals with limited resources, the author recommends the employment of the Termatrex Data Storage System. This is a portable system which may be utulized manually and - based on this writer's experience - is very practical in ensuring continual use of survey statistics. Details on the Termatrex Data Storage System may be obtained from the New England Center for Community Education, U-142, University of Connecticut, Storrs, CT.

SUMMARY AND CONCLUSIONS

It is very evident from the literature review and the analysis of the concept of community advisory councils that community advisory councils can be a very positive force for educational programs. It is the author's belief that advisory councils can be utilized to identify the educational, vocational and personal-social needs of adult clientele. If the principles discussed in this paper are followed, existing councils can certainly be utilized by adult educators in identifying the needs of adult clientele. Specifically, members of the community advisory council must understand that their charge is to identify the educational, vocational, personal and social needs of adults. In addition, the adult community must be totally represented and/or have input into council activities. A professional employee from the adult education program should work with the council, and the council should be provided resources through the adult education budget. Final-

ly, in order to function effectively, the council must have some degree of structure, and that structure should be determined by the council members themselves.

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CHAPTER IV

DEVELOPING AN ADULT BASIC EDUCATION PLAN TO MEET THE EDUCATIONAL NEEDS OF THE ELDERLY IN A LOW-INCOME GEOGRAPHIC AREA

by

Ronald M. Matteucci
and
Rita Bates

I. INTRODUCTION

There is a great difference between physiological age and chronological age. Vitality is like a special kind of bank account which you use up by withdrawals, but cannot increase by deposits. Many believe that after a time of stressful activities, a rest can restore one to his or her previous physical condition. This is a false belief. Rest can restore people to a level of physical fitness by eliminating acute fatigue; however, it cannot restore psychological dignity. Since people constantly go through periods of stress and rest during their lifetime, the results of such withdrawal add up to what is often called "aging." The tragedy of old age is not the fact of the condition of aging itself, but that the process is often made unnecessarily painful and isolating through insensitivity, ignorance, and poverty. Apparently, people have shaped a society which is rather harsh in its dealings with people who are classified as aged in this country.

Many senior adults are treated as non-learners who passed the need for learning long ago. This kind of thinking is a real tragedy. People can learn and can participate if they have the motivation and resources to help them to do so. Much can be done through the services and programs of adult basic education. The plight of senior adult learners, reported in Table I, is reflected in the problems considered to be very

TABLE I

Problems Considered Personally "Very Serious"
for Persons 65 and Over (By Income)

	Persons 55 and Over					
	Total %	Under $3,000 %	$3,000 $6,999 %	$7,000- $14,999 %	$15,000 and Over %	Number of People (In Millions) #
Fear of crime	23	31	20	21	17	4.8
Poor health	21	36	21	9	11	4.4
Not having enough money to live on	15	32	13	5	1	3.1
Loneliness	12	23	11	4	4	2.6
Not enough medical care	10	18	9	5	1	2.0
Not enough education	8	15	7	3	5	1.7
Not feeling needed	7	12	7	4	2	1.5
Not enough to do to keep busy	6	10	6	1	a	1.2
Not enough job opportunities	5	8	6	2	4	1.1
Not enough friends	5	7	4	3	1	.9
Poor housing	4	9	3	1	-	.8
Not enough clothing	3	6	2	1	-	.5

a/ Less than 0.5%

SOURCE: National Council on the Aging, The Myth and Reality of Aging in America; A Study for the NCOA by Louis Harris and Associates, Inc., 1975, p. 130.

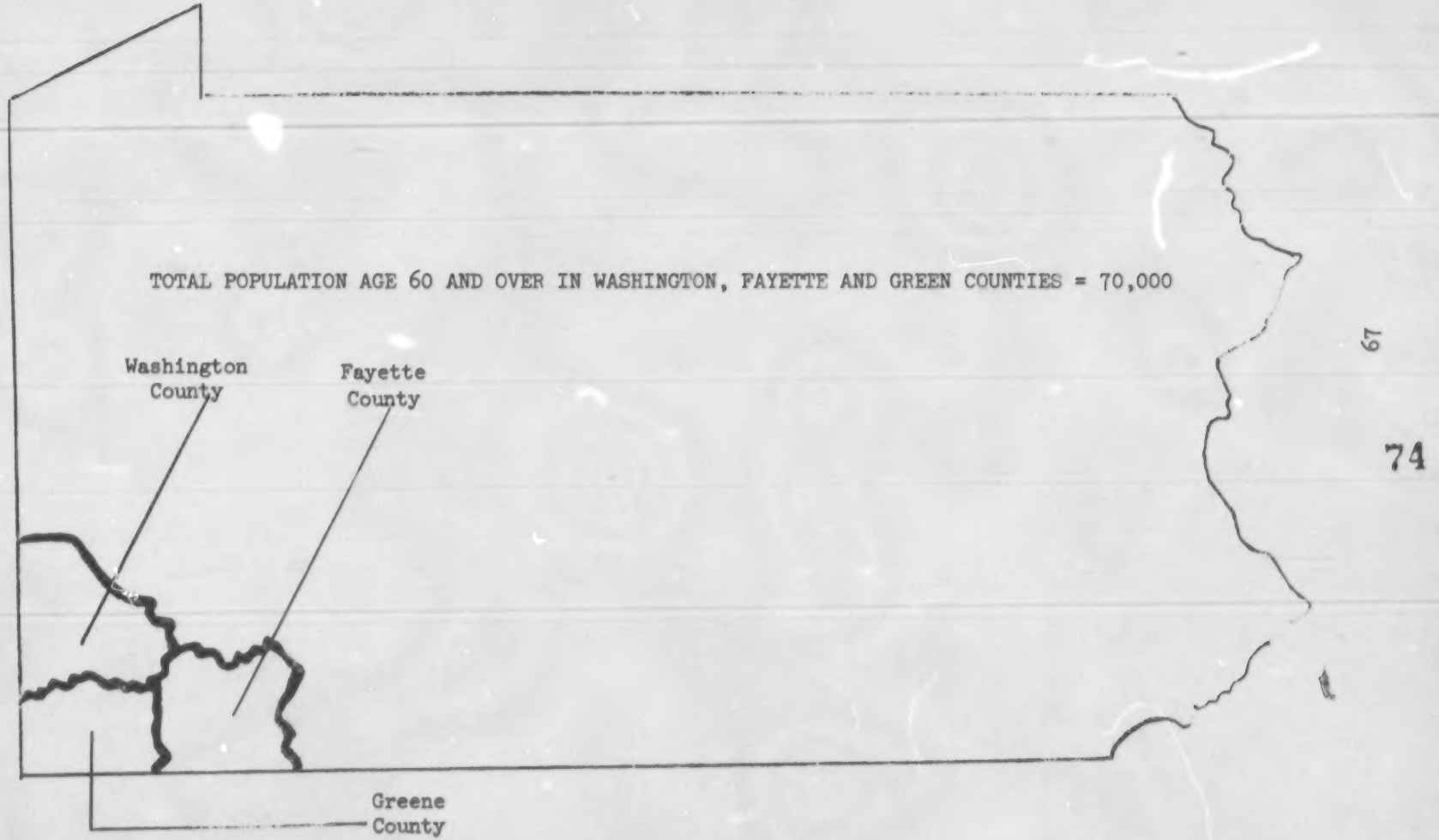
serious by people 65 and over. In the target area of this plan (see Map - Exhibit A), for instance, there is a senior adult population of 70,000 individuals age sixty and over, constituting 18% of the total population. Well over half of these individuals never went beyond eight years of formal schooling, and only about 43% of them have obtained a high school diploma. They need to improve not only in their basic reading and writing skills, but also need an opportunity to avail themselves of higher-level educational programs which will enrich their lives and enable them to participate in more satisfying activities during their retirement years. The elderly "needs inventory" is reflected in Tables II, III, IV, and V which apply to the target area of this plan, namely, Fayette, Washington, and Greene Counties, Pennsylvania. In the immediate area serviced by Fayette County's Intermediate Unit I Adult Learning Center, there is a senior citizen population, age sixty and over, of 27,100 persons, which approximates 18% of the total population. Further, statistics provided by the Mon Valley Pre-Retirement Program indicate that 35.2% of these persons are undereducated. When one considers these data and those reported in Tables I, II, III, IV and V, the need for outreach services for the elderly through adult basic education becomes evident.

II. CONTENT AREAS FOR THE ELDERLY: PROBLEMS THAT NEED TO BE ADDRESSED

A. Retirement. A number of the problems associated with aging are directly related to the cessation of work. Most adults derive much of their feelings of well being from the approval of others, especially from approval that is related to economic and social status associated

EXHIBIT A

SOUTHWEST PENNSYLVANIA PLANNING SERVICE AREA:
WASHINGTON, FAYETTE AND GREENE COUNTIES *



*U.S. Bureau of Census, 1974.

with one's work. The removal of one's occupation may result in a loss of self-esteem.

B. Housing. Another problem that emerges upon investigation is the problem of housing. A person's home is a reflection and expression of his or her personality. An older person may strongly resent the thought of having to leave his or her own home; yet, the elderly need assistance with the day-to-day maintenance and repairs associated with home ownership. And so, what kind of community support is available to the senior adult? Should the older person consider moving to a retirement community or to an apartment complex for senior citizens? Should this older American move in with the immediate family or relatives, or perhaps consider moving into a nursing home?

C. Health. As the aging process continues, health can become a real problem. Physiological structures and responses are not what they once were. Thus a variety of health-related services are needed, many of which can be met through continuous learning activities, with a definite emphasis on "mind and body."

D. Crime. Criminal acts and victimization of the elderly have become major problems in our society. The feeling on the part of youths that the aged tend to be wealthy leads to unscrupulous people taking advantage of these defenseless older Americans. Certainly, senior adults need to be taught to cope with these real threats to their lives and to their property.

E. Socialization. As people age, changes in social and interpersonal relationships are likely to occur. Friends become fewer and fewer, either as a result of death or illness or relocation. In

TABLE II

COUNTY	TOTAL POPULATION AGE 60 AND OVER	PERCENT POPULATION AGE 60 AND OVER	POPULATION AGE 60 AND OVER - EIGHTH GRADE EDUCATION OR LESS	PERCENT POPULATION AGE 60 AND OVER - EIGHTH GRADE EDUCATION OR LESS	POPULATION AGE 60 AND OVER WITH HIGH SCHOOL EDUCATION	PERCENT POPULATION AGE 60 AND OVER - WITH HIGH SCHOOL EDUCATION
FAYETTE	27,110	18%	6,859	25.3 %	11,467	42.3%
GREENE	6,796	19%	3,034	44.65%	2,698	39.7%
WASHINGTON	32,565	15%	10,649	32.7 %	15,777	48.45%
TOTAL	66,471	14%	20,542	34.22%	19,621	43.48%

SOURCE: U.S. Bureau of the Census, 1970

TABLE III

ELDERLY PERSONS IN FAYETTE COUNTY, PENNSYLVANIA
Selected Social Indicators and Living Conditions*

1. Total Population:

-- 154,667 county residents

2. Age:

-- 27,110 - age 60 or older
-- 19,145 - age 65 or older
-- 7,494 - age 75 or older

3. Poverty:

-- 31,931 county residents had incomes below the poverty level
-- 6,523 of these were age 65 or older

4. Non-whites:

-- 6,861 county residents were non-white
-- 886 of these were age 65 or older

5. Living alone:

-- 8,775 county residents lived alone
-- 4,815 of these were aged 65 or older

6. Inadequate Housing:

-- 18,557 county residents lacked access to complete plumbing facilities
-- 2,818 of these were age 65 or older

*SOURCE: U.S. Bureau of the Census, 1970.

TABLE IV

ELDERLY PERSONS IN WASHINGTON COUNTY, PENNSYLVANIA
Selected Social Indicators and Living Conditions*

1. Total Population:

-- 210,876 county residents

2. Age:

-- 32,565 - age 60 or older
-- 22,556 - age 65 or older
-- 9,022 - age 75 or older

3. Poverty:

-- 7,641 residents of this county had incomes below the poverty level
-- 6,615 of these were age 65 or older

4. Non-whites:

-- 7,904 county residents were non-white
-- 967 of these were age 65 or older

5. Living Alone:

-- 10,611 county residents lived alone
-- 5,357 of these were aged 65 or older

6. Inadequate Housing:

-- 11,968 county residents lacked access to complete plumbing facilities
-- 2,103 of these were age 65 or older

*SOURCE: U.S. Bureau of the Census, 1970.

TABLE V

ELDERLY PERSONS IN GREENE COUNTY, PENNSYLVANIA
Selected Social Indicators and Living Conditions*

1. Total Population:

-- 36,090 county residents

2. Age:

-- 6,796 - age 60 or older
-- 4,813 - age 65 or older
-- 1,916 - age 75 or older

3. Poverty:

-- 7,513 county residents had incomes below the poverty level
-- 1,723 of these were age 65 or older

4. Non-whites:

-- 374 county residents were non-white
-- 54 of these were age 65 or older

5. Living alone:

-- 2,254 county residents lived alone
-- 1,295 of these were aged 65 or older

6. Inadequate Housing:

-- 5,334 county residents lacked access to complete plumbing facilities
-- 857 of these were age 65 or older

*SOURCE: U.S. Bureau of the Census, 1970.

addition, an increasing rigidity toward "staying home" often drastically limits the opportunity for making social contacts. Further, physical difficulties may make the maintenance of friendships rather difficult, and thus advance a negative kind of social insulation.

F. Family Relations. Aging also brings with it the inherent redefinition of family relations. The original family unit usually breaks up into smaller, independent family components, with parents, children and grandparents often finding this a difficult adjustment to make. An effective educational program must address these family-related problems and provide, where possible, the needed resources to facilitate healthy home-type adjustments.

III. OBJECTIVES

The objectives of this planned program are designed to respond to five (5) selected problems associated with aging. The objectives are:

1. To provide a program to assist older people to prepare for retirement. This cognitive/affective educational program will solicit potential retirees and involve them in a needs-based curriculum.
2. To provide interested senior adults with an opportunity to expand their knowledge and general education background, as well as enhance their intellectual development.
3. To provide practical life experiences in the community which improve the older adults' capacity to cope with day-to-day living problems and situations associated with the post-retirement years.
4. To generate community interaction involving youths and older

adults to foster a better understanding of the contributions that senior adults have made, are making, and will continue to make in the future.

5. To explore volunteer and part-time opportunities that can be utilized to accommodate the leisure and work-related needs of senior adults.
6. To provide a program to enable senior adults to explore many aspects of the housing situation as it affects the aged. This program will help participants investigate housing resources in the community which are available to the aged, and it will also provide an opportunity for these senior adults to explore alternate types of housing, as well as the issues of relocation and the fusing of households.
7. To provide a broad-based health education program for senior adults which addresses such components as: nutrition and aging, drugs and their effects, and the prevention and implications of various diseases upon their lifestyles.
8. To provide an educational program designed to address the problem of crime and ways to bolster self-protection and the security of personal property.
9. To provide an affective educational program which will allow families to explore their feelings about aging, family relationships, illness, dependency and independency, and other living arrangements.
10. To provide a program which offers senior adults the opportunity of refining their basic skills, as well as expanding their circle of acquaintences and friendships.

11. To provide a program which allows senior adults to effectively deal with subjects associated with death and dying.
12. To provide a program which helps senior adults to explore the alternative paths open to them as they enter the post-retirement phase of their life. This program will address the various attitudes toward leisure, volunteer work, securing part-time jobs, and other involvement-type activities.

IV. PROCEDURES

Procedures and activities will be organized to help accommodate the physiological and emotional conditions related to aging. Each of the identified course of study areas is designed to provide the basis for a mini-course of several sessions. These sessions will employ a variety of affective individual and group techniques, and will focus on values clarification activities within the parameters of the stated subject matter. Sessions will be kept short in length and small in size to maximize effectiveness. Informality will be the keynote and commitment will be stressed. All efforts will be made to utilize teaching techniques and procedures which promote a climate of understanding, as well as a willingness to participate on the part of the senior adults.

V. THE COURSE OF STUDY

All courses which will finally be offered in the program must, of necessity, be ultimately determined/based upon fields of study and course selections in which the older adults themselves are most interested. For this reason, the following list of courses or fields of study are rather

general in nature for adult basic education yet they adequately address the stated objectives.

A. Academic Studies

1. English
2. Social Studies
3. Natural Science
4. Literature
5. Mathematics

B. Personal Growth and Development

1. Decision Making
2. Problem Solving
3. Values Clarification

C. Survival Skills

1. Consumer Economics
2. Filling out Forms
3. Home and Personal Safety
4. Taxes and Insurance
5. Recreation Activities
6. Personal Hygiene and Health (Use of Drugs and Medication, etc.)

D. Awareness and Information Services

1. Becoming Aware of Social Services and Agencies
2. Nutrition
3. Health Education
4. Legal Rights
5. Housing and Relocation
6. Family Living Arrangements
7. Death and Dying
8. Post-retirement and Leisure Activities

Curriculum Development and Course Refinement

In an effort to enhance the likelihood that participating senior adults experience maximum benefit from the courses and related experiences, the following provisions must be made:

1. Addressing the need for ongoing curriculum development including revision, adjustment and expansion of course content in order to maximize the efficiency and scope of the program.

2. Offering general education, recreational and life experience courses which will expand the older adult's learning, as well as enhancing an understanding of the world in which he or she lives.
3. Designing courses to improve the senior adult's present life situation, as well as courses that deal with personal self-care and self-improvement.
4. Promoting close teacher/older adult student relationships to encourage an exchange of ideas and a better understanding of each other's expectations and needs.
5. Developing a research and evaluation component to survey attitudes and perceptions of the older adult's participation and involvement in such a program which is essential to future educational development.
6. Offering an in-service educational program for volunteer and paid staff employed in services to the aging in order to keep such individuals up-to-date on developments within the field of aging.
7. Stimulating interest in gerontological studies at local institutions in the hope that courses of this type may be expanded in the academic curriculum and taught on a regional basis.
8. Providing a General Education Development (GED) Program for senior adults who have not yet obtained a high school diploma, and hope to receive this credential to participate in post-high school educational and vocational endeavors.

VI. THE LINKAGE AGENCIES

The Mon Valley Health & Welfare Council, Inc. (MVHWC), a federally-funded, non-profit corporation, has been involved, over the past several years, in the development of an Experimental Health Services Delivery System with emphasis upon health research and planning. The Council serves as a Center for the Aging with the responsibility for developing a comprehensive and integrated system of services for the aging in Washington, Greene and Fayette Counties, which comprise over 70,000 individuals age sixty and over.

The Mon Valley Health & Welfare Council, Inc., concerned with health planning in non-urban communities, has a professional interdisciplinary staff with expertise in evaluative research, demography, public welfare administration, biostatistics, operations research, community development, health care administration, medical sociology, computer science, law, and gerontology.

The Fayette County Adult Learning Center's role will be to monitor the educational program for the aging. The Adult Learning Center has been in existence since 1970 and the primary objective of the program is to expand and improve existing programs through combined efforts of public and non-public agencies under the provision of the Adult Education Act of 1966. The long range objective of the local program is to try and eliminate illiteracy and to increase the employability of the populace.

All of the policy formulation for the project will be provided by the Intermediate Unit I Adult Learning Center and Mon Valley Health and Welfare Council and its various sub-divisions. One of the committees -

already designated as the AAA Advisory Council - focuses upon educational and employment opportunities for older adults. This committee will be called upon to help determine final course selections, content, etc., as well as aid in the assessment of the program's value and impact upon the senior adult participants.

Working in close contact with the educational personnel of each participating agency, the committee and the AAA Advisory Council should provide consumer-oriented input into the program's overall development, and formulate policies that will produce the types of adjustments that will strengthen the program in the most effective manner possible.

Additionally, the Mon Valley Health & Welfare Council staff will be able to aid the educational program staff in senior adult student recruitment, transportation, and other supportive services which will enhance the overall program. Coordination of all transportation services such as the Pennsylvania Department of Agriculture's Rural Transportation Program and PennDot's reimbursement for senior citizen passengers on private transportation lines, as well as the AAA's own transit vehicles, will provide the most efficient means of carrying senior adult students to and from the center sites of instruction. Final details of this phase of the program will be determined after course schedules, sites and times have been developed.

It is expected that an AAA Volunteer and Transportation Specialist will be called upon to aid in the aforementioned duties, and to participate in courses designed to improve their services to the aging within their own areas of expertise. In addition, the Home Health Services Coordinator and the Medical Consultant of the AAA staff will be called

upon to aid in the instruction of all medical and health-related courses offered in the educational program.

VII. EVALUATION

Each course will be evaluated by means of both oral and written communications. Involved in the evaluation will be the participants, the program developers, the advisory council, and independent evaluation specialists. The evaluation model will include tools that were designed by Dr. Morris Cogan and Dr. Robert Goldhammer to evaluate retirement programs, especially the Harvard-Lexington model of Clinical Supervision and Evaluation. This model was first used at Harvard University and later at the University of Pittsburgh. Since 1968, the Harvard-Lexington model has been used extensively for assessing the effectiveness of supervision and leadership styles in providing direct services to clients.

VIII. CONCLUDING THOUGHTS

It is Shakespeare's notion that all the world is a stage, and that all men and women are merely players on that stage...that they have their own entrances and exits, and that all players play many parts during their lifetime. Each of these parts or roles is associated with a stage of life and has its distinctive function. And so it is with aging. The stage of aging, generally termed retirement and beyond, is simply a phasing period. The retiree phases out that segment of life associated with work, and enters into a new life which affords an opportunity for new freedom and fulfillment. The real challenge for any

community is providing opportunities for older people which meet the continued need for personal freedom and fulfillment. It is a challenge that must be met to keep the retiree productive - physiologically and psychologically. Educational programs can provide necessary services in this area of human development. They can and must help senior adults to understand their own roles in a society steeped with change.

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CHAPTER V

UTILIZING THREE COMMUNITY EDUCATION MODEL SITES TO PROMOTE THE RECRUITMENT OF ADULT BASIC EDUCATION CLIENTELE

by

Joseph S. Yarworth

I. BACKGROUND AND NEED

"Adult Education" is a term which means many things to many people. For many years, adult education has been limited to those individuals returning to school-related programs to complete the requirements for a high school diploma which they had, for some reason, failed to gain in their teens.

By the mid-1960's, adults began to return to colleges and universities in ever-increasing numbers. Some were attending classes to complete a bachelor's degree while others were seeking enrichment programs to provide new insights into the education they had received earlier.

In Pennsylvania, the creation of the Area Vocational-Technical High Schools opened new vistas for adults to explore career fields which had formerly been open only to apprenticeship trainees or to recent graduates of post-secondary trade schools. As a result of these county-based schools, adult education took on a form and focus for that clientele simply interested in obtaining a high school diploma.

Adult education, however, has not been limited to only basic and higher educational institutions. The proliferation of federal-state-local governmental and social agencies since the administration of President Lyndon B. Johnson has created an additional clientele for adult-based educational and training services. Built upon a highly

fragmented structure of categorical grants, the opening of many governmental and social service offices has increased the educational and training services available to adults across the county.

In addition to these agency-based programs, private interest groups wishing to serve the needs of an ever-growing adult population have, in effect, gone into the adult education business. In one county included in the research population for this study, two such groups have effectively entered the adult education market. One local group, a county-based Council for the Arts, has developed an adult education program which includes education and training in fields such as film expression, basic art techniques, and drama.

One of the largest contributors to the private sector of adult education in the target county has been a local department store. In the past three years, this merchandising complex has opened and developed its "College of Knowledge" which offers some 50 programs, courses, and workshops for adults in areas ranging from flower design to literature and from karate to child care. Due to the store's central location, parking, and variety of offerings, its "College of Knowledge" program has been the most successful adult education program in the target county included in this study.

In short, adult education is no longer confined to night classes where the programmatic emphasis is on gaining a high school diploma for its students. Within the past 15 years, adult education programs have been generated by numerous organizations: universities and colleges, school districts, area vocational-technical schools, intermediate units, social service agencies, county and state governmental agencies, private non-profit organizations, and private profit-making organizations.

To a newcomer to the field of adult education, the field appears to be highly fragmented across a multitude of organizational structures and target populations -- each of which seems to have an existence of its own without reference or interface with other organizations within its geographic or service area.

In order to pinpoint the specific strategies used by these adult programs to recruit clients or students, one must examine descriptively what is available to adults in the way of programs within a given targeted geographic area. One must also seek to understand the basis from which the many programs were generated -- What needs assessments were conducted? How were target audiences selected? How were programs designed to fit into or conflict with programs already available for adult consumption? How are programs evaluated to see if they are meeting the needs of the target clientele? Finally, how are the answers to these questions specifically related to type of recruitment activities designed to fill the programs with consumer clients?

The purpose of this study is to investigate these questions among organizations and agencies within one target county in Pennsylvania with an eye to reviewing recruitment procedures for three types of community education sites -- a school district, an intermediate unit, and a social-service/county governmental agency -- since these organizational structures are capable of receiving community education funds and subsequently generating adult-based community education programs.

II. STUDY OBJECTIVES/ACTIVITIES

In order to ascertain the type of recruitment activities used by model sites in their adult education programs, several objectives were set to review current adult education programs within the target county used in the research study.

First, a literature search was conducted to ascertain what scholars in the field viewed to be appropriate recruitment activities as well as the related areas of programmatic needs assessment, programmatic aims and objectives, program content, and theoretical principles underlying the structure of adult education programs.

The roles of various types of educational agencies--colleges and universities, high schools, and junior/community/trade colleges and [illegible]ools were also researched.

Second, school districts within the target county area were surveyed on the following topics related to the adult education programs:

1. the process/structure of service delivery,
2. needs assessment procedures used to define program offerings,
3. evaluation strategies used to measure consumer/client satisfaction with the program,
4. the depth and breadth of program offerings,
5. the search for possible interface or coordination with other school districts or social service/governmental agencies,
6. the type of client recruitment, and
7. the attempt to tie items 1-5 to recruitment procedures.

Third, social service and governmental agencies were also surveyed on the seven (7) items listed above.

The survey sample for the school districts involved in the study included 12 school districts which were within the service area of the county's intermediate unit.

The sample for the social service/county governmental agencies included some 48 agencies listed in the Schuylkill Intermediate Unit #29's Human Resource Guide (1978-1979) which was published as a result of the organization's participation in the community education program headquartered at Shippensburg State College.

In addition, organizations such as the county's Council for the Arts and a local department store active in adult education were also included in the study.

The controlling objective of the study was to ascertain how sample schools/agencies recruited students/clients for their adult education programs, to tie these practices to internal program mechanisms such as needs assessments or evaluation, and to consider this information in light of what the literature in the field says should happen.

A. THE REVIEW OF THE LITERATURE

The literature on adult education is extensive. In this study two primary sources were reviewed: Education Index, Volume 21 through Volume 29 (1970-1979) and ERIC, 1975-1980. A search was also made through bibliographies generated by the Research Information for Education (RISE) agency in King of Prussia, PA.

The purpose of the searches was to examine the number and placement of articles dealing with the recruitment procedures used by agencies conducting adult education programs. Related articles on programmatic aims and objectives, curriculum, and theory and principles were also researched. The citation of delivery agencies, e.g. colleges

and universities and schools, was checked to determine the extent to which the formal literature reported various types of adult education programming.

Figure I presents a summary of articles on various aspects of adult education programs as they were referenced in Volumes 21 to 29 of the Education Index (1970-1979). In general, articles on adult education which appeared in the decade of the 1970's focused on general programmatic descriptions and references to particular programs in given geographic areas of the nation, usually by state.

In Figure I, one may see that articles dealing with programmatic aims and objectives were more numerous than articles dealing with specific curricular descriptions or with an exploration of theories and principles behind adult education programs.

Articles dealing with aims and objectives of adult programs paid a great deal of attention to "Lifelong Learning," a theme which focused in the late 1960's and which seemed to peak in the literature around 1976-1977. Most of the articles in this area stressed the need to attract adult "learners" (students) into programs--colleges and universities in specific--in which there appeared to be marked decreases in normally young target populations. The articles also stressed the need to utilize fully programs as well as facilities which were gradually becoming idle as a result of target population shifts in the early 1970's.

Most of the articles checked by the current researcher dealt with the typical arguments surrounding broadly stated objectives and aims. Very little attention was given to internal programmatic operations or

FIGURE I

EDUCATION INDEX

NUMBER OF ARTICLES ON ADULT EDUCATION PROGRAMS

AREA \ VOLUME	29	28	27	26	25	24	23	22	21
AIMS AND OBJECTIVES	12	17	12	18	12	16	11	9	17
CURRICULUM	7	5	2	0	3	6	3	2	7
THEORIES AND PRINCIPLES	17	19	7	10	13	8	10	8	7

appropriate needs assessment and evaluation techniques which could be used to recruit students/clients into programs keyed to "Lifelong Learning."

The articles dealing with curriculum per se were the least in number in any category cited under the general topic of "Adult Education."

The articles reviewed by this researcher dealt primarily with learning content and course descriptions which were packaged for use in specifically reported adult education programs.

Very little attention was given to topics such as curriculum development, curriculum construction, or instructional design--topics to which program developers in the area of basic education have given a great deal of attention in the wake of Ralph Tyler's Basic Principles of Curriculum and Instruction (1969).

Under the rubric "Theories and Principles," one finds a large number of articles dealing with the concepts of how adults learn or with how adult education programs can be structured to aid adults in learning content, skills, and concepts which may make up an adult education program. Again, most of the discussion is not heavily committed to currently accepted learning theories, nor is great attention given to the process of developing programs based on an adequate needs assessment which may serve as a base for the recruitment of target students/clients.

In reviewing similar areas of data in ERIC, one finds that articles or studies listed therein are at the opposite extreme--citations in ERIC deal almost exclusively with programmatic descriptions and reports from specific programs or from specific agencies. Very little is given

on theoretical backgrounds. For example, although needs assessments per se was rarely mentioned in Education Index citations, one could find numerous references in the ERIC citations; however, when microfiche from ERIC was read, most of the information reported for needs assessment dealt with describing specific instruments rather than delineating how such assessments can or should be constructed or the process by which tne sample population should be drawn.

In short, there appears to be two trends in the literature on adult education programming: on one hand, a researcher finds very general commentary on the structure and operation of such programs although lengthy tracts of argumentation may be found in which the aims and objectives of generic programs are reviewed; while on the other hand, a researcher may also find extensive reports of site-specific data on program content and "lessons-to-be-learned" as applied to programs within specific geographic areas.

For one who may be charged with starting from point zero, there appears to be limited research available which may help him or her to plan, structure, implement and to evaluate a program keyed to adult learners.

Part of the problem is due to the fact that the citations in Education Index and ERIC are available only within a limited area of publication. The literature of adult education seems to be developed within a limited number of journals, e.g. Adult Education, Lifelong Learning, Adult Leadership, etc. Although there were some articles cited in journals such as School Review, Phi Delta Kappan, and Clearing House, most of the articles were in the limited journals

cited above. Hence, one finds the literature concentrated in journals which may not be available in standard undergraduate libraries or universities which do not support graduate programs leading to degrees in adult education.

The ERIC citations concentrated on two source areas - 1) state/federal publications and 2) site-specific reports. The problem one encounters here is that except for ERIC microfiche, it is almost impossible to find a copy of an original document or report. Since many of the citations were reports delivered to specific funding agencies or to boards of directors, many of the documents, although somewhat informative. did cater to the specific directions of the funding body or board in a way that presented little of theoretical knowledge, research data, or process information.

In summary, some direction is given as to the structure and design of adult education--there is an acknowledgement that a needs assessment, however designed, should form the basis of the program which should be implemented to serve a given target population. Most articles stress the need for student/client or third party evaluation; however, very few directions are given as to how this should be accomplished. What bothered this researcher most was the virtual absence of a literature which discussed curriculum development and instructional design for adult programs. Most authors in the field referenced classic texts in the area of basic education, e.g. Ralph Tyler's Basic Principles of Curriculum and Instruction (1969).

The review of the literature also focused on the institutional arrangements for the delivery of adult education programming. In the

Education Index citations were given for three areas: colleges/ universities, high schools, and junior and community colleges.

Figure II summarizes the distribution of articles in the Education Index which deals with institutional involvement in the delivery and development of adult education programming.

As can be seen in Figure II, references to the role of colleges and universities far outnumber those devoted to junior/ community colleges and high schools. Hence, although most high schools (see discussion below) have adult education programs, the literature has been dominated by proponents of university-based programs to discuss the role of the university in developing field-based or site-based programs, specifically keyed to the theme of "Lifelong-Learning" which in many articles marches to the tune of "continuing education." (Although the words are often used as if they were tautologies, an examination of the literature should indicate that they are two distinctly different concepts.)

As will be seen in the sections that follow, this study of adult education programs deals with an area almost completely ignored by the scholars--local school districts and locally based social service and county governmental agencies. The lack of reference to these contributors may indicate that the university proponents of adult education may be unaware of the vast and complex network of programming already in place or that they may be so concerned with the delivery of their own course work that they choose not to give credence or advertisement to their prime source of competition.

FIGURE II

EDUCATION INDEX

NUMBER OF ARTICLES DEALING WITH INSTITUTIONAL DELIVERY OF ADULT EDUCATION PROGRAMS

Area \ Volume	29	28	27	26	25	24	23	22	21
Colleges and Universities	20	17	11	17	14	13	17	10	5
Junior and Community Colleges	6	8	2	4	8	8	6	3	1
High Schools	1	2	0	4	3	1	0	1	1

As with the other literature reviewed above, most of the articles dealing with institutional involvement in adult education fall into two extremes. On one side are the large number of articles describing the need for universities to develop adult-based programs necessary to survive in a world of declining enrollments and tight economic resources. Very little attention is given to program development and instructional design. On the other side are extensive descriptions of site-specific programs which seem to work in Stumblebum, PA. Very little attention is given to bring theory and practice together in either group of articles.

B. THE SCHOOL DISTRICTS/INTERMEDIATE UNIT STUDY

Adult education in the target county of this study is partially concentrated in the hands of the county's twelve (12) local school districts. By arrangement with the former county superintendent and current intermediate unit executive director, GED programs are developed and run by the intermediate unit; other adult programs are run by local districts. The intermediate unit's vocational-technical high schools also offer career/occupational courses for the general public, although a great deal of the class spaces are currently filled by individuals enrolled in CETA-connected employment training programs.

The researcher contacted each district superintendent to begin the inquiry as to structure, content, and recruitment procedures used by the districts for their adult education programs. Each superintendent provided the researcher with the name of the program coordinator within the district who was subsequently interviewed by the researcher beginning with the seven questions enumerated earlier in this paper.

Four (4) of the twelve (12) districts do not operate any adult programs. One principal indicated, "We have been considering it. Occasionally, citizens approach the board about evening courses, but there doesn't seem to be a consistent demand. In our district's Long Range Plan, our advisory committee set the introduction of adult education as a priority; however, that was two years ago, and nothing has been done since the plan was completed."

Two of the district superintendents indicated that there were no plans to initiate any adult programs. One superintendent stated, "Let them go to the vo-tech or down the road to District X." The fourth superintendent indicated that he would be interested in starting a program, but could find no demand in the district population--"Most of our people look to our local churches for centers of adult activity--they see the schools as providers of evening entertainment in the form of football, basketball, and wrestling. The vo-tech is too far away so very few travel for those courses."

In the eight (8) districts which do provide adult programs, there are certain similarities in the programs offered. Business skill development appears to be a priority area in school-based adult programs. Seven (7) of the eight (8) districts offer courses/programs in personal and business typing. Four (4) of the districts offer courses in both beginning and advanced bookkeeping and accounting. One district offers both beginning and advanced shorthand.

Aspects of physical education are also popular content for adult programs--two (2) districts have programs in physical education; one district has a program in tennis; one district offers a course in football; three districts advertise programs in swimming and water

safety; one district offers a course in first aid while another district regularly gives instruction in CPR. Slimnastics is the most popular area with five districts operating programs in this area.

Dancing as an area of physical exercise is also popular throughout the county--three districts offer programming in disco, one in ballet, and one in belly dancing.

Driver education is listed on the program offerings of three districts.

Although these programs appear as several districts' offerings, courses are available in given districts in a variety of art-related programs: painting, ceramics, macrame, baking, sewing, photography, woodworking, welding, and auto mechanics.

The intermediate unit's area vocational-technical schools offer programs in approximately fifteen (15) shop areas from auto body to data processing. Attempts have been successful in using these shops to provide training for people involved in CETA training programs.

In the area of academic study, two districts offer high school diploma courses while GED course work is operated by the intermediate unit at three sites throughout the county.

With this information as background to the content of adult education programs offered by the local school districts and their intermediate unit, the reader's attention will be directed to the districts' responses to the seven (7) questions enumerated earlier in this study:

1. All eight districts offering adult basic education programs indicated that the programs were administered by an interested teacher or an assistant principal. Very little district or administrative time is given to developing adult programs. For the most part, instructors used in the

programs were local district teachers who were paid on an hourly rate set by the bargaining unit contract. In some cases, local citizens were used as instructors in the programs; however, this occurred only in those districts in which citizen groups, e.g. PTA's or Women's Clubs, were involved with the district in planning the programs.

All programs were held on school building property which was donated free by the district.

Programs were scheduled on a demand basis with tradition playing a major role in determining which program was offered on any given evening.

Students were registered on the night of the program. Most were charged $15-$25 for the program; in several districts, this fee was refunded upon completion of the program. In several districts, a specific number of students were needed to hold a program.

2. Only one district reported that it had conducted a formal needs assessment of the community as to the scope of the adult education program. The remaining seven (7) districts reported that course/program offerings were established upon the availability of instructors. Districts indicated that some programs were initiated as a result of individual requests made of staff, administrators, or board members by citizens of the community. There does not appear to be a standard process by which programs are developed. The fact that programs are very similar among districts may indicate that populations across the county show similar interests or have made similar demands of the school organization.

   In all eight districts, persons responsible for adult education indicated that the content of the current programs reflect some sort of tradition. Programs started years ago continue to be offered with few radically new or different programs being added.

   As one coordinator indicated, "The programs seem to develop their own 'followings.' We get the same requests every time we run the courses, so we keep the same ones on the schedule. A few years ago I put together a whole new list and got them advertised--You can imagine the complaints I got. So I go with what they expect."

   In short, the districts not only do not carry out extensive needs assessments, they see no reason to do so. Programs run almost despite themselves, and there seems to be an understanding among schools and communities as to what the market for the programs will accommodate.

3. None of the districts reported any extensive internal evaluation procedures to measure consumer satisfaction with the programs. Three districts indicated they asked students to complete a short questionnaire upon finishing a course or program; however, they also indicated that the results had very little impact on the development of changes for the program.

4. Programs among the districts are quite similar (see above) with programs and courses dominating areas such as business/office skills, physical education and dance, and domestic or homemaker skills.

5. None of the district coordinators indicated that they attempted to fit their adult programs into programs offered by other school districts or social service and county governmental agencies. All of the coordinators knew the responsibility for GED training rested with the county's intermediate unit; however, they appeared unconcerned and uninformed as to the extent of adult programs offered by other agencies. None of the coordinators felt that cooperation with other agencies would be necessary primarily due to the small enrollments in the school districts' programs. As one coordinator reported, "Our program has so few offerings that it doesn't matter. If people want to go elsewhere--fine."

6. Each district was asked what methods were used to recruit consumers for their adult programs. In response to this question there appeared to be some consensus among the districts: all used the local newspaper to advertise the adult programs. Five (5) districts used local radio stations' public service bulletins to announce the availability of the programs. Four (4) districts used local school district newsletters, PTA newsletters, or student-carried handouts to announce program offerings to parents. One district used its own TV studio to put program announcements on the air.

   Surprisingly, only three (3) districts had printed advertisements which carried course titles, instructors' names, and meeting times.

   The intermediate unit reported it used newspaper announcements and local radio spots to announce its GED classes. The vocational-technical school programs were advertised only through a small newspaper announcement.

   Only one district reported an extensive program of adult involvement in the recruitment effort--this district had involved its PTA's and community women's clubs in planning the program as well as in distributing promotional literature on the program. As one can expect, a large

number of organizational members signed to participate in the programs.

As a result of the interviews, this researcher did get the feeling that recruitment per se does not receive a great deal of emphasis in the school districts' adult education program: announcements about the program are routinely released to local media; however, there are very limited attempts to publicize or to distribute information on the program offerings. The coordinators in the districts tie this lack of activity to the small budgets which accompany the programs: "I just don't get any money to run the program," stated one coordinator. "If the local papers didn't print the announcement, nobody would really know about them."

A large number of clients come to the programs as a result of "word-of-mouth" contacts from satisfied students from earlier classes. The researcher attended one adult class in bookkeeping in a large school district. Of the twelve (12) students, eight (8) indicated they knew of the program through friends who had taken the course while four (4) said they had seen the program announcement in the local newspaper.

Several coordinators indicated that recruitment of students was accomplished by the course instructors who needed a specified number of students to run the course. "Our instructors live in the community and they get the people," stated one coordinator. "If they didn't recruit, we couldn't have the course."

In short, recruitment of clientele is haphazard. Word-of-mouth combined with instructor initiative seems to be the major basis of the recruitment effort. There appears to be limited involvement with local media other than the release of standard announcements describing program content and meeting times.

7. With little emphasis on needs assessment and program evaluation within the adult programs, one should not be surprised to find very little connection between these activities and recruitment of program clients. When speaking with the coordinators and instructors, one gets the feeling that the programs are run as public relations tools of the districts. In a given sense, districts may respond that adult programs are in place; however, the goal appears to be only that sufficient number of consumers be enrolled to run the program. Neither great success stories nor great failures are reported from the districts. Indeed, if one examines the enrollment figures, one may assume that the programs are alive and well. Usually, there are a sufficient number of enrollees to hold

the programs; however, this may be the result of accident as opposed to the result of extensive recruitment or extensive program planning and development.

C. THE SOCIAL SERVICE/COUNTY GOVERNMENTAL AGENCY SURVEY

During the 1978-1979 school year, the Schuylkill Intermediate Unit #29 put together a Human Resource Guide for its service area. The purpose of the Guide was to gather information on agency resources for residents of Schuylkill County. The Guide was assembled by an agency task force under the sponsorship of the Commonwealth Center for Community Education at Shippensburg State College.

In gathering data for this current report, the 48 agencies listed in the guide were surveyed as to the extent of adult education programs offered by their respective organizations. Each organization was asked the same seven (7) questions which were directed to school diatricts engaged in adult education programming. Follow-up phone conversations were made to specific agencies to review specifically their policies and procedures relative to recruitment of consumers for adult-based programs.

Of the forty-eight (48) social service/county governmental agencies listed in the Human Resource Guide (1978-1979), fifteen (15) responded in writing and three (3) responded by phone that they had no adult-based education programs which were offered as part of their service delivery system. Fourteen (14) agencies indicated that they did conduct adult-based educational programs, and they answered all of the questions presented in the original survey instrument.

In general, the responses of the agencies involved in adult education programs may be summarized as follows:

1. The process or structure for the delivery of adult programming is tied to the basic mission of the agency. Unlike the general mandate accorded to the public schools, these social service/county governmental agencies have missions rigidly defined by their primary funding source. Therefore, adult programs are usually spin-offs from the agency's mission statement and are conducted within the confines of the agency's offices. Some agencies have used public school facilities; however, this is the exception rather than the rule.

2. Needs assessment procedures vary greatly among the responding agencies. Those which are required to file state and county "plans" detailing programs and service delivery do extensive statistical studies of target populations within their service areas. Other agencies have developed their own needs assessments procedures using in-house clients or referral agents to delineate program offerings. Some agencies develop programs related to the organizational mission and offer them on the market--the post hoc assessment rests with whether or not the program fills on enrollment.

   Generally, due to the specific nature of these agencies' services, there appears to be a greater attempt at assessing client needs than may be seen in school district programs.

3. As with needs assessment, the process of program evaluation for programs varies greatly among the agencies. Several indicated that they used no evaluation procedures whatsoever, some sent copies of their evaluation questionnaire; and others reported that their staff members interviewed participants individually after the completion of a given program.

4. Unlike the more general and varied adult programs offered by the school districts, adult programs associated with social service and county governmental agencies follow the mission of the agency very closely: for example, the Family Service Agency reported programs in the following areas--"Loneliness: Learning How to Overcome It:" "Sudden Death: Coping With Tragedy:" and "Understanding Human Sexuality."

5. Most of the agencies which participated in the study indicated that they welcomed cooperation from other agencies in carrying out their missions. Some reported they had working relations with other agencies within

similar fields, e.g. in the area of alcohol and drug abuse, one agency handled adult programs dealing with prevention while another agency dealt exclusively with treatment. Both agencies indicated they had a good communication system with one another. Several of the agencies indicated they had taken active involvement with school district programs; this was verified by several district officials who reported that they found many of the agencies very responsive to school district demands and referrals.

6. Recruitment for agency adult programs is based on three primary modes of operation. First, some agencies have clients assigned by court decisions, e.g. drunk-driving courses for individuals caught driving while intoxicated; second, some agencies recruit their own clients for enrollment in additional programs in the local media--press and radio--in the same manner used by school district adult education coordinators; enrollment in these programs is usually open to the general public as well as to clients involved directly with the agency's services.

7. Due to the specific nature of the agencies' missions, there would appear to be a closer tie between needs assessment, program development, and subsequent client/consumer recruitment than that found in school district-based adult education programs. Since the existence of some of the agencies is very precarious, there appears to be a greater incentive to maintain program operations and related agency activities.

In summary, the agencies surveyed indicated a great variation among the social service/county governmental agencies as to their involvement in adult-based education programs. For those agencies heavily involved in adult programming, there appeared to be some relationship between needs assessment, program development, and consumer recruitment; however, due to the limited funding sources available to these agencies, adult-based programs closely parallel agency mission statements and therefore served a more restrictive clientele than those programs offered by local school districts.

III. RECRUITMENT PROCEDURES OF MODEL SITES

The literature on the topic of recruitment of adult education clients/students/consumers is limited in that information concerning recruitment is included with information on general program operation.

In reviewing articles on adult education which appeared in Education Index, 1970-1979; in ERIC, 1975-1979; and in literature searches conducted by RISE (Research Information Services for Education) on adult education programming, one finds only the following references dealing with recruitment:

1. Pike, Vicki. "The Three R's of Adult Basic Education: Recruitment, Retention, Reward." Georgia Southern College, School of Education, Statesboro, GA. ED 083 450.

2. Dodson, Catherine. "Education of Adults: A Bibliography." University Libraries, University of Michigan, Ann Arbor, MI. ED 079 583.

3. "Community Education Comparative GED Strategies" (Vol. 1) Final Report. Appalachian Adult Education Center, Morehead State University, KY. ED 154 105

4. Snyder, Robert E. "Recruitment in Adult Basic Education." Research to Practice Series. Florida State University, Tallahassee, FL. ED 079 584.

According to this literature, recruitment procedures primarily recommended to those in the field of adult education include:

1. Radio
2. Television
3. Letter campaigns
4. Flyers
5. Billboards
6. Door-to-door campaigns
7. Telephone surveys
8. Information booths/programs
9. Personal appearances of program teachers and administrators
10. Agency referrals
11. Internal agency training
12. Newspapers

Figure III illustrates that schools and agencies involved in adult-based programs use some but not all of the available avenues for recruitment of adult consumers: social service/county governmental agencies use more varied methods of recruitment than do the school districts.

As noted earlier, there would appear to be a greater emphasis on recruitment within the social-service/county governmental agencies than within school districts since several of the districts view the adult program as an "add-on" rather than a critical component of the school's program.

As a result of the survey, the researcher wishes to posit three model sites which can be used to conduct adult education programs:

A. SCHOOL DISTRICT-BASED PROGRAMS

School districts can be effectively used as a base for adult-based educational programs, which may or may not include classes leading to the GED examination.

School districts have several advantages which make them primary providers of adult programming. First, they are the closest governmental service unit to bases of population. Second, they possess a governing body which is politically responsive to the district population demands. Third, they have building facilities which can be opened to the public in general as well as to specific public/private agencies which may use the buildings as centrally located service centers.

Since the districts already possess a captive audience, it should be possible to facilitate recruitment efforts through PTA groups, newsletters carried home by students, district publications, and parent

FIGURE III

PROCEDURES USED TO RECRUIT PARTICIPANTS IN ADULT-BASED EDUCATIONAL PROGRAMS

ORGANIZATION / STRATEGY	(8) SCHOOL DISTRICT	(1) INTERMEDIATE UNIT	(18) SOCIAL SERVICE/ COUNTY-GOVERNMENTAL AGENCIES
Radio	5	1	14
Television	1	0	0
Letter Campaigns	0	0	0
Flyers	0	0	1
Billboards	0	0	0
Door-to-Door Campaigns	0	0	0
Telephone Surveys	0	0	0
Informational Booths	0	1	8
Personal Appearances	0	1	5
Agency Referrals	0	1	14
Internal	3	1	13
Newspapers	8	1	10

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meetings in addition to sources available through the local media, e.g. radio and newspapers.

In addition, the variety of talents available on teaching staffs K-12 provide a pool for the recruitment of instructional personnel who could provide a varied program to match numerous adult programming demands.

The districts do have two areas of weaknesses. First, although districts can and should provide "non-credit" programs in art, domestic skills, and physical education related programs, district size may limit offerings leading to the award of the GED. In this area, through the coordination of a regional-based organization such as the intermediate unit, districts can form consortiums to offer GED programs to larger and sufficient target populations than that may be provided by a single district.

Second, although most districts maintain basic wood and metal shops as part of their industrial arts programs, the current county-based area vocational schools do provide a much more varied program in career-related shop fields. As with the GED programs, county-based or intermediate unit-based vocational-technical schools could provide consortiums of districts with the opportunity to offer adult programs in the areas in which smaller districts could not provide a large enough target audience.

B. INTERMEDIATE UNIT-BASED PROGRAMS

As indicated above, regional organizations such as intermediate units and county-based area vocational-technical schools provide resources which can supplement adult programs made available by local school districts.

First, regional organizations such as the vocational-technical schools are often equipped to provide education and training in areas, e.g. welding,

electronics, data processing, which are beyond the fiscal capacities of smaller local school districts.

Second, regional organizations can be used to target larger populations which may offer very specific programs, e.g. GED, which may not be available through districts with smaller population bases. By offering specialized programs such as GED, regional consortiums of districts can provide specific services through the use of regional facilities as well as through cooperative sharing of instructors.

Unfortunately, regional organizations should not provide general programs that are more appropriate to small school districts. Whereas students enrolled in GED programs of a "credit" nature may be willing to commit to a regional center, it is unlikely that students in art and dance programs would make the same effort when the programs are designed more for personal enrichment.

Recruitment for the regional programs can be a two-pronged approach. First, regional organizations can use local media--radio and newspaper--to recruit clients through a well-designed program of advertisements. Second, local school districts can also be of help by serving as a local base to disseminate information and recruitment material to their populations, thereby establishing a "feeder" system into the regional center.

In districts surveyed for this report, local adult coordinators indicated that they would respond to inquiries concerning the intermediate unit's GED classes and the vocational-technical school's classes; however, there appeared to be no overt coordination between the two levels as to program content or personnel recruitment.

In short, the proper balance of adult programming between highly specialized regional offerings and generalized-enrichment local offerings may provide an adequate delivery and recruitment system for programs of adult education.

C. SOCIAL SERVICE/COUNTY GOVERNMENTAL-BASED PROGRAMS

As indicated in the agency study, agency programs and their subsequent recruitment deal primarily with mission-oriented topics. In establishing programs for which recruitment procedures can be utilized, social service and county governmental agencies possess one advantage over their educationally-based counterparts--they possess a level of expertise in areas of social concern, e.g. drug and alcohol, family and crisis counseling, which are not available to a large degree with the local school districts.

This level of expertise, however, points to the one major disadvantage of using these agencies as a base for recruitment for adult education programs: they interact with relatively small populations and have limited access to funding for programs and activities unrelated to the organizational mission.

One may be surprised to find that the programs operated by school districts and intermediate units do not extensively use the expertise of these agencies in planning, developing, or implementing school-based programs which could include programs provided by these agencies. On the other hand, schools seem to view these social service and county governmental agencies primarily as a place to refer problem students and families rather than as a resource to be used in educational, prevention-

related programs; hence, agency activities tend to be focused on specific clients with specific problems.

For these agencies, recruitment is a major problem. Some may not be able to afford advertisement-type literature other than free public service space provided by newspapers or on local radio spots. Their recruitment efforts may be limited by legal restraints which may place them in a referral-reactive role rather than a pro-active recruitment role. Finally, since they do not have the population base of the local school districts and may be headquartered in county seats of government, their adult programs and services, although appealing, may be beyond the reach of those individuals residing in small towns or rural settings.

To their credit, these social service/county governmental agencies seem to have tried to tie their recruitment efforts to some form of needs assessment and internal program evaluation procedures more than that found in the school district and intermediate unit-based programs.

With sufficient coordination and planning, the social service and county governmental agencies could provide certain expertise not available on school staffs while districts could provide facilities and recruitment efforts needed by the agencies to expand their adult programming beyond targeted clients.

IV. EVALUATION: A LISTING OF RESPONDENTS

Below is a list of all the respondents who participated in this study.

A. School districts responding that they had no adult education programs:

1. Minersville Area School District
2. Saint Clair Area School District

3. Tri-Valley Area School District
4. Williams Valley School District

B. School districts responding to the oral interview on adult programs:

1. Blue Mountain School District
2. Mahanoy Area School District
3. North Schuylkill School District
4. Pine Grove Area School District
5. Pottsville Area School District
6. Schuylkill Haven Area School District
7. Shenandoah Valley School District
8. Tamaqua Area School District
9. Schuylkill Intermediate Unit #29
10. Schuylkill County AVTS (I.U. #29)

C. Social service/county governmental agencies responding that they had no adult education programs:

1. Economic Opportunity Cabinet of Schuylkill County
2. U.S.D.A. Soil Conservation Service
3. Mental Health/Mental Retardation Program
4. Mental Health Center, Schuylkill County
5. Pennsylvania Job Service
6. Schuylkill County Society for Crippled Children
7. Bureau of Water Quality Management
8. Schuylkill County Board of Assistance
9. Schuylkill County United Way
10. Social Security Office
11. Pottsville Hospital Residential Program
12. Bureau of Vocational Rehabilitation
13. Department of Environmental Resources
14. Pottsville Hospital Day Program
15. Pennsylvania Job Service

D. Social service/county governmental agencies responding to questionnaire on adult education programs:

1. Schuylkill County Agriculture Extension Service
2. Family Service Agency
3. Child Development Program
4. The Salvation Army
5. Good Samaritan Hospital Drug and Alcohol Clinic
6. Pottsville State Health Center
7. Cooperative Extension Service--the Pennsylvania State University.
8. Children and Youth Services
9. Easter Seal Society for Disabled Children and Adults of Schuylkill County
10. Schuylkill County ASCS

11. Area Agency on Aging
12. Office for Visually Handicapped
13. Schuylkill-Carbon Agency for Manpower
14. Pennsylvania Department of Transportation
15. Schuylkill County Council for the Arts
16. Three (3) agencies not identified by secretary who called.

NOTE: See Appendix B for a list of the questions used in the phone interviews with school district personnel; Appendix C for those items used with Social Service/Local Government personnel; and Appendix D for a copy of the questionnaire on adult education linkage programs.

V. SUMMARY

The purpose of this paper has been to report the results of a survey of local school district, intermediate unit, and social service/county governmental agencies concerning recruitment procedures for adult education programming. An attempt was made to ascertain the internal tie between programmatic needs assessment activities, program evaluation procedures, and subsequent student/client/consumer recruitment.

The results indicated that a carefully planned and coordinated effort among the three types of agencies could result in more efficient program development which, in turn, should insure a higher degree of success of student/client/consumer recruitment.

All of the agencies appear to use similar recruitment methods--especially through the media of radio and newspaper. However, few of the organizations seem to believe that a close tie exists between prior needs assessment activities, internal program evaluation, and subsequent recruitment procedures.

The ideal situation for program development and subsequent recruitment activities appears to be the following:

Local school districts - acting as a sponsoring agency for general enrichment and information programs which utilize local faculty talents as well as the expertise of county-based social service and governmental units; and intermediate units - producing specialized programs across districts for areas such as GED and highly technical, vocationally-related skills. Through a process of coordination, all agencies could utilize appropriate recruitment procedures while program offerings would not overlap and would, indeed, be delivered within local commuting distance.

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CHAPTER VI

ESTABLISHING A RURAL COUNTY-WIDE ADULT BASIC EDUCATION PLAN FOR THE DELIVERY OF ABE SERVICES TO SPARSELY POPULATED COMMUNITIES

by

Robert W. Zellers

I. BACKGROUND AND NEED

One of the intended outcomes of the Adult Education State Plan is to provide services to the rural areas of the Commonwealth of Pennsylvania. A vital need exists to establish services where inadequate transportation, terrain and distance inhibit rural adults from receiving Adult Basic Education (ABE) programs. The traditional system of delivery for ABE services has experienced difficulty in reaching much of the rural population. The purpose of this paper is to examine the problem in depth and suggest some alternatives for providing services to rural students.

It is believed that one of the reasons that only 1.5 percent of the target population is enrolled in ABE programs is that ineffective procurement and recruitment strategies are being used to reach rural adults. Functional methods are needed to interest and recruit and should vary greatly when considering the various rural populations (Commonwealth of Pennsylvania, 1979).

The ability to reach more adults may also be deterred because: local programs have not been set up in all locations of Pennsylvania, inadequate funding of ABE guidance personnel has indicated a lack of appreciation for upcoming adult participants, an inability to develop creative innovative approaches to accommodate the rural population, and a maintenance of existing programs rather than creating new ones (Commonwealth of Pennsylvania, 1979).

The ability to reach more adults may also be deterred because: local programs have not been set up in all locations of Pennsylvania, inadequate funding of ABE guidance personnel has indicated a lack of appreciation for upcoming adult participants, an inability to develop creative innovative approaches to accommodate the rural population, and a maintenance of existing programs rather than creating new ones (Commonwealth of Pennsylvania, 1979).

Moreover, it was determined that in order to increase systematic coordination, the following components are essential: 1) to establish priorities for the project, 2) to acquire support from the local communities, 3) to maintain services for increasing the number of participants, 4) to demonstrate opportunities for program staffs to find ways of improvement, 5) to increase expansion by the local director and counselors to re-examine priorities for recruitment, 6) to improve cooperation between state and agency personnel in promoting expansion, and 7) to establish better communication between local program leadership and their counterparts - health, welfare, labor, justice, correction, etc., which may also affect recruitment strategies (Commonwealth of Pennsylvania, 1979).

The aforementioned strategies are, in turn, crucially related to the geography of an occupational-locational-educational connection. That is, the majority of individuals who are most adaptable and flexible are those with at least a high school education. Individuals without a high school diploma, especially those who live in a rural environment, do not have this occupational flexibility nor the opportunity to receive an adequate education. Hence, it is extremely necessary to employ effective strategies to service this "hard-to-reach" population.

Although a pattern of mobility has emerged from rural to urban areas, one must still consider this segment of the population. Statistics on these geographic shifts change slowly over the decades, yet these figures indicate that the Middle Atlantic states (PA, NY, NJ), once leaders in population standings, now take second place to the East-North-Central industrial states of Ohio, Indiana, Illinois, Michigan, and Wisconsin (National Advisory Council on Adult Education, 1974). Thus, since this decline affects rural Pennsylvania, it becomes essential to reach those remaining in the rural areas since their departure from the communities in which they live can have important and severe economic consequences.

In light of these conditions, it becomes a matter of special interest and importance to consider the amount of schooling one receives in a geographic area. The population shifts cause us to examine school enrollment relative to the geographic location. For example, among white youths 16 to 24 years of age, enrollment is as low as 33 percent in rural farm areas and as high as 65 percent in metropolitan area suburbs; the corresponding ratio for blacks is 26 percent in the rural farm areas and 61 percent in the suburbs (Sproat et al., 1978). This type of evidence suggests that we should examine retention patterns relative to the ABE rural target population. It is essential that we consider all the reasons why students from rural backgrounds leave ABE programs and search for approaches to improve services to increase the retention rate.

A major target for ABE recruiters is one that should focus on adults with no formal schooling at all. Participants from this populace could conceivably be served effectively by ABE instruction.

However, in accordance with recruiting these individuals, recommendations and improvements for retaining students already served by ABE instruction can only enhance future student attainment. The main reasons that rural adults leave ABE programs include getting a job, entering a job training program, or changing jobs. A need exists for these participants to receive special services by creating innovative ABE programs designed to meet these restrictions. Particularly hard hit are farm workers whose time is dominated by the planting and harvesting seasons. Hence, educational planning should encourage the expansion of techniques which can determine the unique retaining influence for success in both local and state programs. According to a census from the National Institute of Education in 1975, sparsely populated areas show low participation rates, especially in farm areas where learning participants constitute only 6.7 percent of the eligible population; the comparable figure for the suburbs is 14 percent (Stalford, 1978).

Disadvantaged rural adults are often lonely, apathetic and isolated members of their community. These adults, in many cases, were born into a poor and semi-literate society, and consequently, cannot make the necessary decisions to take control of their lives. By providing these adults with a curriculum which will enable them to attain self-confidence, they will not only improve their life situations, but also may play a positive role in their communities. It is fundamental to receive support from local communities, since without this bond between the rural adult and his or her community, the adult generally cannot have sufficient success options. Local

programs in Pennsylvania must include this type of flexible curriculum if it does not presently exist.

The National Institute of Education states that "dispositioned barriers" such as feelings of inadequacy felt by the disadvantaged are usually not sufficiently met or understood by state or local endeavors (Stalford, 1978). Few individuals admit that they are disinterested or lack confidence in their ability, but NIE states that since surveys do not show the "real" importance of such barriers, often only those individuals who wish to become involved in education are queried as to which obstacles hamper them. Unfortunately, this practice does hinder the true goal of involving the unmotivated adult in ABE services (Stalford, 1978). Recruitment strategies, therefore, must truly incorporate the feelings and needs of critical adults in an effort to reach a large majority of this target population.

At any rate, services to the sparsely populated counties are expensive. Therefore, approaches must be developed to reduce the cost while producing effective and creative programs. This, of course, depends upon the priorities concerning the available resources and funding programs. According to the National Institute of Education, the goal of all locations is one of concern with the equalization of community living conditions, which include the community's economic, political, social, and cultural resources. Thus, one must establish priorities when developing outreach work that provides services to the rural communities. This study is concerned with the strategies and effective methods which could bring ABE services to the rural counties of Pennsylvania.

II. STATEMENT OF OBJECTIVES

The intention of this paper is to present approaches by which rural, county-wide plans can be established to deliver ABE services to sparsely populated communities. The purposes of the following objectives are to emphasize the various outcomes that could be achieved by implementation of many of the approaches.

Objective I - To permit all adults to receive basic skills that are needed to exist in society.

1. To provide ABE services to adults who currently lack community-based ABE programs.
2. To develop ABE programs where they are nonexistent.
3. To gain ABE pupil participation in areas with the greatest need.
4. To reduce the dropout rate of ABE participants.
5. To carry on with ABE services for adults already served.

Objective II - To enable those adults who wish to further their schooling to the level of completion of a secondary education.

1. To maintain and improve adult education programs for those who desire to continue with schooling in their local setting.
2. To develop additional ABE programs.

Objective III - To provide information, guidance and training to adults so they have to become employable, productive and reliable citizens.

1. To deliver counseling services to all potential ABE students.
2. To assist ABE programs to join with community functions which support job training and/or placement assistance.

Objective IV - To create and develop delivery systems which will provide cost effective services to "hard-to-reach" populations.

III. PROCEDURES AND ACTIVITIES

In this section of the study, various facets necessary for implementing a rural county-wide ABE plan for delivery to sparsely populated communities will be discussed. In order to look at a delivery system which can reach the "hard-to-get" target population, one must be aware of these points: 1) the objectives and goals which can be attained by a particular system, 2) the type of instruction and/or staff required for the system, 3) the recruitment strategies available to reach the participants, 4) orientation or procedures to be used prior to the delivery of services, and 5) the type of curriculum necessary to deliver the services. This general outline represents only the basis of the activities needed for an effective program.

A delivery system must be established to provide adults with an educational training that not only meets their needs, but also enables them to do so without seriously hindering their normal life or job pattern. Thus, essentially a delivery system should be convenient so that a large number of adults may participate. By establishing a delivery system which will outline the five points previously mentioned, the rural adult will be attracted to take advantage of the adult basic education program. For example, a delivery system should include the objectives stated at the opening of this study since they clearly identified possible alternatives from which a participant might choose. Hence, one must take an eclectic standpoint when devising a delivery system. The rural adult's skills, talents, and ambitions should be considered,

encouraged, and developed throughout the delivery system. As individuals express their needs through problem analysis and decision-making skills, disadvantaged rural adults can foster their own well being as well as contribute to the welfare of others, expecially if these components become an integral part of the curriculum.

Such a curriculum must be based on the skills of everyday living which promote the participant's self-esteem and provide him or her with life survival skills. Only after the rural adult can effectively achieve these skills, will he or she indicate a willingness and desire to continue in the ABE program. Once these life skills are employed, the rural adult can explore new avenues and experiences that originally he or she thought to be impossible.

Moreover, a rural ABE delivery system should make full use of the technology that is available. According to the 1974 National Advisory Council on Adult Education, technology is determined by the educational skill level of a country's workers. Consequently, research maintains that those from professional, technical, managerial, and administrative positions adjust and ascribe to technological development. The poorest compromises are made by those at the lower levels of education. Job satisfaction under conditions of new technology is much lower among those with less schooling. For example, it was found that among those who emerged with reduced job satisfaction after experiencing technological change, 75 percent had less than a high school education (National Advisory Council on Adult Education, 1974). Education, therefore, can determine the skill and educational levels of the work force itself and, in part, determine the quality, type, and quantity of technological achievements a

country can make. On the other hand, although this compounding technology forces rural individuals to comply with the times or suffer low wages or unemployment, technology can be a potent instrument which could work well for the benefit of the participant. The delivery system could consist of several technological capacities which include radio, television, or a transportation delivery service specifically designed for rural clients in ABE programs.

IV. DELIVERY SYSTEMS: SOME PRELIMINARY CONSIDERATIONS

Yet, before one examines various delivery services, consideration of points 2, 3, and 4, (staff development, recruitment strategies and orientation procedures) named in the opening paragraph need to be addressed. Examples will be cited here that comprise various recruitment techniques, personnel placements and preservice strategies along with curriculum design and management approaches. For example, when looking at staff development, the Ohio State Module Field Unit of the Appalachian Adult Basic Education Demonstration Center conducted an effective staff development undertaking. The major purpose of the Ohio project was to demonstrate training and utilization of paraprofessionals to provide the services needed to improve rural ABE programs (ERIC, 1976). To become an established and effective program an awareness of the roles and responsibilities of the personnel who support program operations must be incorporated.

The Ohio project has thoughtfully engaged in the selection, training, and incorporation of paraprofessionals to serve local ABE programs. The major objective of the Ohio State Module Project was to gather data for selection and training of paraprofessionals for

rural ABE programs. The characteristics of these personnel and the training procedures employed became significant aspects of the program.

An orientation program was set up to introduce personnel (the local director, teachers, paraprofessionals) to these objectives and the long range goals. Subsequent training sessions, along with follow-up inservice training sessions, were provided to improve performances and eliminate weaknesses. Further, it was decided that the paraprofessionals could serve rural ABE programs in the following ways: 1) by rendering aid in every avenue of the program which includes recruitment, counseling-referral, record keeping, as well as follow-up activities and instruction; 2) by being a successful liaison between the program and the participants; 3) by relating to and communicating with the ABE client; 4) by relying on ABE staff for training and inservice; and (5) by encouraging full-time paraprofessionals to enhance the community at large through the provision of services, and thus improve the public's image of ABE. It was reported that the key to paraprofessional success lies in their enthusiasm for their training, and in their sensitivity to participants' needs, which enhances the relationships with their clients and increases the confidence of their students.

Initially, the project curriculum was based on the adult learning center concept and involved an individualized approach to education. Nevertheless, enrollment was geared to the highly motivated person and not the "hard core" isolated adult. However, it was believed that by bringing non-paraprofessionals into the

operation of the learning centers and into the homes of the isolated adult, the needs of these individuals would be met. Apparently, these daytime learning centers proved to be effective for many adults who could not attend evening classes. In addition, home instruction proved to be beneficial since entire families became involved in the program activities which contributed to the overall success of their program. Recommendations for future training were made which dealt with the notions that preservice and inservice should be as practical as possible, and include role playing and problem solving. In essence, then, the local community and the school should become more aware of the ABE programs. Furthermore, provisions should be made to include post-job experiences, feedback on job difficulties, information on retraining time and staff meetings, and information on better career promotional opportunities for para-professionals in order to advance their own career development.

The learning laboratory approach leads to an awareness for individual needs not always evident in the traditional classroom. Opportunities exist for valuable interpersonal relationships with the clients becoming a positive facet of these programs. The supplementary materials provided by the staff have also contributed to the academic enrichment of the program since the resources maintained a positive student interest.

Another project which possessed a curriculum especially designed for the disadvantaged rural adult was entitled CARE (Competencies Activities Resources Evaluation). CARE was established in a four county area in Pennsylvania and was an outgrowth of a project entitled "Appalachia Trails" which featured the use of vans to service

the rural ABE population. A need existed to provide curriculum materials for the adult learner in the Appalachian area. The materials consisted of a teachers guide, teaching apparatus (consisting of audiovisual materials, texts, and pamphlets) and evaluation instruments necessary for proper placement of students. Six main areas were dealt with consistently throughout the program. These included occupational knowledge, consumer economics, health, community resources, fundamental knowledge, and government and law. They were broken down into the basic skills of reading, writing, computation, speaking, listening, problem solving and interpersonal relationships. These areas were divided further into three learning levels: Level I (ranged from grades K-3), Level II intermediate (ranged from grades 4-6) and Level III upper (ranged from grades 7-8). Teacher instructional guides were established and, consequently, curriculum file cards were produced. Overall, the needs and desired goals of CARE indicated the successful accomplishment of the program. A competency-based curriculum, diagnostic instruments, a teachers guide, and a comprehensive curriculum (which indicated grade levels), flourished with the exception of the diagnostic instruments which were found to be unsuccessful. It is through this type of curriculum development that one sees the opportunity to bring the curriculum of basic skills or life coping skills to the rural adult.

A fine example of life coping skills created for the disadvantaged rural adult ensued through Project Breakthrough (Higgins, 1977). The goal of the program was to incorporate the skills which permit an individual to seek increased fulfillment and satisfaction from life experiences. Functional basic skills entitled consumerism, job

readiness, self advocacy, lifetime leisure learning, health care, etc., along with basic math and reading skills were incorporated in a manner in which the participants could choose any or all of the life skills. According to a report of Project Breakthrough, these life skills have been successfully accomplished in work with disadvantaged rural adults. During the project's fourteen-month term, eighty-two students were taught, sixty-three of whom properly mastered the course and attained their equivalency diplomas. As a result of this project, there is a method to strengthen the disadvantaged rural adult's self-management potential through an extensive life skills plan, in which these life skills are intermingled with a series of tangible, concrete learning practices designated for the rural client. In effect, an ABE delivery system to the sparsely populated areas should entail a life skills curriculum with assessment designed for the specific rural target population.

In the area of assessment measures, a delivery system from the University of Arkansas was established to provide individualized ABE instruction in rural areas (ERIC, 1976). One of the project's goals was to establish an interesting curriculum for a group of rural male adults with less than a fourth grade education. To obtain this goal, demonstration assessment tools, packets, and a method of handling and preparing reports were developed. Four packets were formed ranging from the 1.0 to 4.0 grade level. The packets were reviewed, evaluated, and suggestions for future improvements were submitted. Before proceeding to a higher level, participants were required to master all the packet skills which included a pre-test,

learning activities, and a post-text. A week following the completion of the packets, a review packet summarized the skills of the original packet without pre- or post-tests. The packets were evaluated by the students, and future comments for improvement were taken into consideration. From this project a delivery system to rural counties was developed that includes application, motivation techniques, and relevant materials (such as life-coping skills). Consideration of assessment techniques should be made prior to the implementation of a delivery plan, with ideas brought forth in an inservice/orientation workshop for program personnel.

At this time, it is appropriate to look at point four (4) of the delivery system plan, i.e., the orientation or preservice workshop devised to execute the suitable arrangements which preceded actual implementation. A good example of teacher training for rural adults in individualized instruction occurred at Morehead State University at the Kentucky Appalachian Adult Education Center (ERIC, 1971). Here, a three week teacher-training workshop was conducted which included 101 participants from thirteen southern states. Its ultimate objective was to improve the reading and math ability of rural disadvantaged adults. A preservice workshop was devised by the specialists with emphasis on reading, math, and adult education. In the experience they developed Individualized Skill Kits (ISK) in reading and math which were divided into various levels and were used to teach ABE students at the adult learning center at Morehead State University. The ABE students were then employed as aides for the workshop, giving them the chance to participate in the teacher training experience.

The basic format of the experience entailed 1) an outside "professional trouble shooter," who empowered the participants' complaints to be fully heard and make adjustments accordingly; 2) daily meetings with workers from the ABE center who helped solve problems; and 3) individualized learning prescriptions which were to be given to each person during the first workshop session. The prescriptions were based upon formal preparation, experience, job responsibilities, and a feeling of competency in each workshop area that was presented in the application forms. Participants were selected on their experience in adult education which included full or part time teaching, and formal course work in adult education in the areas of reading and mathematics. Furthermore, the participants had to devote full time to the workshop and conduct training sessions. Upon completion of the formal training sessions, the participants received a degree.

V. DELIVERY SYSTEMS AND TECHNOLOGICAL STRATEGIES

Having considered the five major points that generally outline the implementation of an ABE rural delivery system, one can now look at several delivery systems and technological strategies which have already been practiced.

First, a comprehensive plan that provides several technological services shall be reviewed. Project RFD (Rural Family Development) consisted of a multi-media demonstration project in ABE for rural adults (ERIC, 1972). Project RFD was established to deliver educational opportunities to the rural undereducated adult in the state of Wisconsin. The project was designed for two areas: 1) to demonstrate

and test materials designed to provide educational experiences for undereducated adults.

Initially, a comprehensive curriculum was designed by surveying rural adults concerning their learning desires. The responses brought about dealt with "life coping skills" such as health, safety, child care, and interpersonal communications. The Project RFD television shows consisted of an energetic, fast-paced formula of practical information in segments which ranged from 3 to 5 minutes in length. Interviews with personalities, helpful hints on buying, cooking, and home repair were the topics of several programs.

"Home Visitors" were encouraged to become confidants of the participants, since the media usually targets on the population and not on the individual. Personal contact was also developed to tend to the needs of adults who are unable to independently acquire the new skills and infuse this knowledge into their lives. The home visitors also created additional goals to aid the participants. The purpose of this component was: 1) to bridge the gap between the participant and the dominant middle class society; 2) to be an empathetic friend and confidant to the participant; and 3) to facilitate the participant's use of the system's television home study materials, radio and telephone. The home visitors were eight part-time paraprofessionals who were hired for approximately nine months. The paraprofessionals were selected through a personal interview and given inservice training. An action line was also implemented with a set of operating procedures being developed that might be useful to other projects. An index of thirty major problem areas was compiled and a directory of community agencies was created

with the appropriate agency listed under specific problem categories for easy and rapid availability.

The overall project created a successful television based multi-media program that is now modeled by other states. However, future suggestions for improvement could be made so that the total television program could be put together employing local talent and references. This might not only decrease operational costs, but also might sustain audience interest. In addition, the recruitment figures indicated a high percentage of participants from the rural county areas which are normally not reached by ABE services. This number can also be attributed to the one contact component which effectively motivated clients through clever advertising strategies such as having Project RFD booths at county fairs, and utilizing radio and television advertisements.

Advertising methods are critical, indeed for reaching ABE participants. The methodology they employ, however must be done thoughtfully and with ingenious devices. In 1978, a unique method developed by the New Jersey Department of Education revealed an interesting recruitment technique which could be utilized for rural areas. This ABE project was established to enable rural ABE students in southern New Jersey to take an active part in their own recruitment. Four rural townships employed satellite centers which were designed to provide instruction and to increase attendance patterns. An innovative "yellow box" technique was used to reach adults with little or no reading skills and to promote community recruiting. Because of the high rate of illiteracy among the target population, all recruitment was as direct as possible and did assume non-existing

reading skills.

The "yellow box" technique involved the placing of an ABE sign in a place of business indicating the dates, times, etc., of ABE classes. A bright yellow shoebox, with an opening on the top for the receipt of application forms, was placed directly beneath the sign. In this way, if an individual could not read well, he or she could see the illuminous box and inquire about its purpose. If interest resulted, the merchant could assist the person in filling out the application form and answer any questions he or she might have. The results indicated that recruitment gains increased in the rural neighborhood groups because of these satellite center strategies.

All forms of the media provide a potential delivery system for adult basic education. The radio was the medium for an interestng project in Ecuador entitled "Battery Powered Dialogue" (ERIC, 1975). The project produced cassette tape recordings which formed the basis of rural radio school programs. Broadcasts were delivered five afternoons per week and ultimately led to a primary school equivalency certificate. Participants were under the direction of an "auxiliar" who followed the directions of the broadcaster. These auxiliaries were voluntary, non-professionals from the community. They were necessary components since radio does not provide sufficient feedback from its listeners, namely, the students. Radios and audio recorders were used as a tool both in an out of the class, and the responsibility for their care was given to the students. By giving the participants free use of the recorders, participants were able to enhance their own feelings of self worth, to increase their

knowledge of the community, and to improve their numerical and literacy skills. Activities included community work projects, a discussion of "Indian Power," and new adult readers practicing their skills. An evaluation questionnaire covering literacy skills and self-worth characteristics was administered before the project began and six months after the experience had ended. The results showed evidence of increased self-esteem and knowledge about community-related activities. However, the overall benefits from the radio dialogue need further research before extensive implementation can take place.

A medium which has had more extensive research into its possibilities for a rural county delivery system is television. For example, through the Kentucky Educational Television network (KET), adults can study for the GED by watching a series of programs specifically designed to help them earn equivalency diplomas. The curriculum covers social studies, science, English, and reading, as well as a series of fifteen programs on consumer education. To participate, adults apply to their local ABE office or learning center. From there they receive their books, their materials, and their progress reports. GED tests may be taken following completion of the course. Advantages cited point out entire family involvement, and convenience for shut-ins and individuals with transportation problems, e.g., rural adults. Furthermore, adults who disliked going to school could now do school work in the privacy of their homes.

Still, potential for using TV in adult basic education, especially among sparsely populated communities, has barely commenced. A project for utilizing television in both secondary and ABE classrooms was

implemented by Gardner Public Schools of Massachusetts (ERIC, 1970). The project was designed to investigate the possibility of utilizing TV cameras, monitors, and video-tape units as tools for the classroom teachers and 309 students in ABE classes. A few major objectives of the project were: 1) to develop a technique using the aforementioned medium as a "direct teaching tool," 2) to expand the effectiveness of TV in secondary schools and ABE classes, and 3) to determine the extent that TV will advance the quality of instruction by teachers and students.

Research assistants met with consultants, worked on the equipment in their classrooms, and used techniques that were best suited for their particular curriculum. However, the ABE instruction was designed for math only, and thus determinations about the success or failure of other subjects cannot be made. Experiences both in and out of the classroom were televised to enable the students and teachers the opportunity of operating all the equipment. In one ABE classroom, a math teacher produced twelve hours of "programmed" math tapes. The series was done by video-taping a math teaching machine using multiplication and division. The tapes enabled the ABE students to work independently while the teacher maintained partial control over the content and pace of the series.

A guidance tape was also produced showing the types of training and personnel available at the Manpower Development Training Act Center, since many ABE clients could not visit the center during their working hours. This tape would be extremely beneficial for rural participants, since job-related reasons and transportation

problems are the main reasons given for withdrawing from ABE courses of study. During the program, the adult participants also presented micro-teaching lessons and actual tapings of the application of mathematics in the everyday world.

Television can be a cultivating, learning medium for rural participants, although special consideration must be given to addressing the inadequacies of the system. Furthermore, a television delivery system should have some type of assistance other than the medium itself. Paraprofessionals, teachers, and aides could assist those experiencing difficulty from a television ABE series, while still restricting their attention to the individualized instruction format. This would not only assure participants of their progress, but also develop bonds between the staff and students.

Another type of delivery system which directly services sparsely populated communities will now be discussed. It is the Chenango Development Project (ERIC, 1971) which had these purposes: 1) working with county and local agencies to achieve effective delivery of social services; 2) working with individuals and families to help improve the quality of their lives; 3) helping to broaden the career opportunities open to clients; 4) helping to coordinate public and private agencies in the identification of community needs and ways to fill them; and 5) helping to improve the quality and quantity of resources available to organizations, public officials, and citizens.

As part of the Chenango project, a "peoplemobile" was established to provide assistance to agencies in the delivery system, to aid

the poor in problem solving, and to help college-age summer assistants to gain insights into the problems of both groups. The peoplemobile provided services for approximately 200 families, 41 of whom were diagnosed as "cases" in need of services. The peoplemobile bus was designed to include a play area for children and a lounge for information. The peoplemobile made regular stops four days a week in the late afternoons and evenings (morning hours were not established because most people were not home). The designated stops of the vehicle consisted of isolated routes, central locations, and populated areas. The assistants went from door to door to gather students while one remained on the bus to entertain the children or to answer the phone. Later in the project, the mobile unit visited populous areas such as shopping centers, fairs, etc. However, the "shopping center" approach proved to be an ineffective method to service low-income groups. A follow-up evaluation, however, did show that positive relationships were established between the assistants and the participants.

VI. SUMMARY AND CONCLUSION

Overall, one has seen the need to develop an individualized ABE plan to service sparsely populated areas. The ability to reach rural adults who cannot attain functional independence through traditional classroom instruction is the purpose behind such a delivery system. By allowing for an environment that will provide an individualized format as well as alleviate anxieties concerning the participant's abilities, a delivery system for this target population can be effective. Moreover, by developing a plan centered around the mobile

classroom, the two major causes for dropouts - classes that are too large to allow for individualization and problems that are related to location and transportation - can be eliminated. In this way, the success of many rural adult students would be greatly enhanced.

Since rural participants have obligations to their places of employment, an ABE plan must be flexible enough to allow them to "step out" and resume instruction at a later date. Individualized instructional programs could and should provide the flexibility necessary for rural clients enrolled in such programs. Based on the research mentioned in this study, it appears that a site should be designated to offer occasional instructional "check-ups" to rural adult students. Although these students must assume the responsibility for studying in their own homes, it is important that an outside individual be involved to validate the process.

Prior to discussing a number of delivery systems, this study looked at various major aspects needed in a delivery plan specifically earmarked for rural clients. For example, the use of a variety of curriculum materials in all subjects would be needed so that students may work on relevant and meaningful subject matter at different rates. Further, in using television, the level of programs should not be too difficult for the participant. Also, supporting community resources should be made available to the client in the ABE program.

Staff made up of perceptive, capable educators, who thoroughly understand the procedures and are able to relate them to the community, are invaluable in the design and implementation of "untapped" delivery systems such as those mentioned earlier. However, it must

be realized that it is impossible to promote one specific delivery system for all rural areas. A delivery system must be chosen which suits the individual needs of the community and the potential of the students. Apparently, the delivery systems which seem to provide the most effective form of ABE instruction to rural populations are those that: 1) utilize scattered instructional sites and/or learning centers in the rural communities that provide direct contact to ABE students, 2) employ mobile vehicles (vans, trailers, etc.) which move throughout the rural communities, and 3) utilize radio and television strategies for air wave instruction.

It is the opinion of this researcher that the method which holds the most future for providing instruction to the rural adult population lies within the realm of electronic technology. Prime examples of technological innovations that will have direct applicability to ABE instruction are the use of interactive television broadcasting (the QUBE), home computers, videodiscs, videocassettes, time-share computers and picture phones. Many of these items will eventually find their way into educational programs, and the end result will be easier, more accessible and less expensive instruction for the rural ABE student.

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CHAPTER VII

ESTABLISHING A PLAN FOR COORDINATING RESOURCES TO IMPACT ON ADULT BASIC EDUCATION ACTIVITIES

by

Gerald L. Valeri

I. BACKGROUND AND NEED

The Altoona Area School District, Altoona, Pennsylvania, established a Community Education Center in 1974 with the primary purpose of offering Adult Basic Education and General Equivalency Diploma preparation classes.

The Center was originally open for sixty (60) hours of instruction weekly, operating five days a week for 12 hours a day (8:00 a.m. - 8:00 p.m.). This schedule allowed for the accommodation of housewives, retirees, employed persons, and others interested in resuming their education. Total staffing for the program consisted of one full-time director, one full-time counselor, two full-time instructors and two part-time instructors. This staff was capable of providing service to the Altoona area residents (population 60,000) who could attend the learning center.

During the operation of the center and its educational programs, the need was identified for alternative funding which could be used to supplement the Pennsylvania Department of Education administered ABE/GED funds. By developing these alternate funding sources, the Community Education Center has expanded its program delivery system to encompass all of Blair County and parts of Cambria, Clearfield and Bedford Counties. Total staffing for this program currently consists of one part-time director, one full-time counselor, three part-time CETA

counselors, and twenty-two part-time instructors. This staff is currently operating at the following locations:

A. Public library: One of the small communities adjacent to Altoona had library space which was only being utilized thirty (30) hours a week. Cooperative efforts allowed the use of this facility for ABE/GED classes.

B. Altoona Area Vocational Technical School: The school's services were expanded to include basic skills of reading and mathematics for adults enrolled in post-secondary vocational classes.

C. Adjacent school districts: Two Blair County school districts implemented the traditional ABE/GED classes offered by the Altoona Community Education Center.

D. Local Office of the Aging: Altoona's Senior Citizen Center and meals on wheels program opened their doors to the life skills/nutrition programs.

E. Deinstitutionalized Adult Program: A nutrition/reading/coping skills program was offered for over thirty (30) adults who are transported to the program daily for remedial reading and consumer math.

F. Headstart Parents: An ABE/GED preparation program in conjunction with a parenting program was initiated at the Head Start Center.

G. County CETA/City CETA: Programs were established to deliver resume writing and job-finding techniques to CETA enrollees in training programs.

H. Community Action: An alternative educational program was developed to meet the needs of CETA eligible youth in a special program for basic skills/job finding/GED preparation.

It seems obvious from the preceding analysis that effective educational programs and services should be based on comprehensive and efficient use of multiple funding sources. However, the necessary skills and procedures for conducting multiple funding often eludes the program developers who should be utilizing them. Therefore, what often occurs is one of three situations:

1. No adult education program is conducted;
2. An incomplete, inconclusive and useless funding search is made as a passing tribute to the role of adult education; or
3. A traditional ABE/GED class of 100 hours is offered, thus depriving adults who desire to continue their education of the opportunities to fulfill this need.

The Altoona Area School District had broad-based support for its expanded operation through its advisory committee. Members from the following organizations participated in the planning for the learning center and its outreach program:

1. Altoona Area Public Library
2. County Board of Assistance
3. Headstart
4. Legal Services Corporation
5. Bureau of Vocational Rehabilitation
6. Altoona Area School Board
7. Southern Alleghenies Planning and Development Commission (CETA Consortia)

8. Family and Children's Service of Blair County
9. Catholic Social Services
10. Altoona Area Chamber of Commerce
11. Lutheran Social Services
12. Office of Employment Security
13. Altoona Area Vocational-Technical School
14. Community Action Agency
15. Home Nursing Agency
16. Cooperative Extension Service
17. Pennsylvania State University Continuing Education - Altoona Campus
18. Community Members

The advisory committee systematically planned cooperation and coordination with a total range of community resources that led to several positive outcomes for the ABE/GED programs. These were clearer perceptions of the target population sought by each provider, recognition of the existence of each provider, a knowledge of how each provider can contribute to various target populations, development of a greater sense of cooperation, and the development of a cooperative service delivery plan which was mutually advantageous to all concerned providers and clients.

Coordination and cooperation are worthy goals to pursue. To facilitate movement in this direction the Federal Government took the initiative. In 1978 the National Occupation Information Coordinating Committee (NOICC) was established through legislation. The Committee is composed of members from the Department of Labor, the Bureau of Labor Statistics, the National Center for Education Statistics, and

the Commissioner of Education (now the Secretary). This organization was mandated to cooperate, on the highest level, in coordinating preparation and use of occupational information.

This legislation also mandated the formation of state committees (SOICC's). Pennsylvania's members are from the Department of Labor and Industry, the Department of Education, and the State Employment and Training Council (CETA). An interagency agreement between the Office of Employment Security, the Bureau of Vocational Rehabilitation, the Bureau of Vocational Education and the State Employment and Training Council defines the purpose of PASOICC. In April, 1980, a state conference was held to encourage linkages between and/or among producers and users of educational and informational services. Participants included members of various state departments, faculty and administration from post-secondary institutions, labor unions, school boards, area vocational-technical schools, private consulting firms, community based organizations, CETA prime sponsors and program operations, and others.

In this time of recession and decreased funding for community organizations and agencies, it is imperative that all activities relating to adult education be coordinated and the duplication of efforts be eliminated.

In light of these conditions, it becomes the adult educator's responsibility to pursue cooperative funding of programs that will have the ultimate effect of reducing cost while producing effective programs.

It is the position of this paper that alternative funding services do exist. This study will be concerned with strategies and

effective methods which could bring ABE/GED services to a larger segment of the population.

II. STATEMENT OF OBJECTIVES

The main intent of this paper is to present a model approach for program linkage and for alternative funding sources for adult education.

Objective I - To establish a comprehensive plan for coordinating adult education activities offered by various community based organizations, educational institutions and governmental agencies.

Objective II - To develop a model for a systematic approach to multi-sponsorships for adult education.

In reviewing the literature relating to adult education, little has been written dealing with linkages of adult education and the various deliverers of programs. An attempt has been made, however, to review the activities of organizations and agencies that do or could offer adult education programs: CETA, VA, OIC, JOB CORPS, WIN, Community Action, VOC ED, etc. These groups occasionally do link with other organizations for specific programs, but a formal linkage system has not been established.

In order to develop a linkage, one must first determine the common point of interest and expand the coordination from this initial point of reference.

Following is a brief analysis of the previously listed agencies:

Job Corps

The Job Corps serves out of school youth, ages 16-21, who come to residential centers throughout the country. In

FY 1977 it was determined that the average youth beginning this program was reading at the fifth grade level. Therefore, many enrollees participate in the basic education program which provides instruction in reading, mathematics, consumer awareness, and work attitudes which enhance the ability of participants to find and keep jobs. Along with these classes, a job corps youth can receive vocational or college preparatory training.

WIN

The Work Incentive Program (WIN) is available to those aged 16 and over receiving Federal assistance (AFDC). The program originally was designed to help the recipient acquire job skills and competencies to re-enter the labor market with an expectation of success. WIN II is primarily concerned with placement services rather than remedial education or vocational training. There has not been a high success rate of participants moving into jobs from either program. The people being served, for the most part, are not job-ready or skilled, are poorly educated, and are intermittently employed. The GAO recently recommended that WIN institute more job referral and supportive services. On an individualized basis, this would include basic education, institutional or classroom training, job-related education, counseling, job development work experience, and on-the-job training.

OIC

Opportunities Industrialization Centers (OIC) were established fifteen years ago to provide individuals with a chance for upward

mobility. In establishing the OIC, Baptist minister Leon H. Sullivan set out to provide minority groups with the opportunity of receiving vocational training and/or job placement services. In addition to these, the OIC offered these supportive services: employment counseling, basic education tutorial classes, and the teaching of English as a Second Language (ESL).

During its first seven years of operation, the OIC trained over 65,000 workers and opened centers in 90 cities in the United States. Today, the Opportunities Industrialization Centers number over 200 and are located in the strategic employment pockets of the country. In Pennsylvania, the centers are located in these cities: Carlisle, Chester, Erie, Harrisburg, McKeesport, Norristown, Philadelphia, Pittsburgh, and West Chester.

Veterans Administration (VA)

Veterans administration programs have been developed to assist military veterans in establishing and obtaining educational goals. Veterans can attend school on a full and/or part-time basis and receive cash benefits accordingly for their attendance. Adult education programs can be certified as veteran approved educational agencies.

Office of Employment Security (OES)

The Office of Employment Security has a basic mission of job placement. In addition, the program has a number of other responsibilities under various laws, executive orders, and agreements with other agencies.

In the middle and late 1960's, national policy stressed placement of, and services to the disadvantaged or low-skilled worker. The Manpower Development and Training Act (MDTA) of 1962 assigned the OES responsibilities for providing such individuals with training and other developmental services, as well as placement assistance. Since 1972, national policy has re-emphasized job placement, and responsibility for training and other developmental functions has increasingly been assumed by the prime sponsors for the Comprehensive Employment and Training Act (CETA).

CAP

Community Action Organizations were established to serve the needs of the economically disadvantaged within the community. Most projects involve housing, transportation, and energy. Recently, Community Action Agencies have taken advantage of CETA funding to establish work experience, public service employment, and adult basic education programs.

AVTS

Area Vocational Technical Schools have been developed to provide skill training for youth and adults. The role of AVTS in adult education is constantly expanding. This expansion includes basic skills training necessary for a particular vocational skill. Adult education, via CETA funding, has increased the role of the AVTS in the delivery of services to the adult population.

CETA

The Comprehensive Employment and Training Act of 1973 endorses a limited view of the manpower rule, confining itself largely to the training of those out of school and "in trouble" in the labor

market. Providing supportive services makes it possible for these clients to secure and hold jobs. CETA offers courses in vocational education, skills training, basic education and English as a Second Language (ESL) to enhance the participants' employability.

Twenty-two percent of CETA youth monies are set aside for use in educational institutions, and twenty percent of CETA adult funds are set aside for adult training programs. The very nature of the CETA programs and goals has made this money readily available to established educational training institutions.

III. LINKAGE PLANNING

Fundamental to the establishment of a system of linkages in any given area is the notion of inter-communication. Linkages consist of collaborative efforts between agencies in the community in order to provide more open access and better coverage for the services required by the individual clients. Linkage can also provide an avenue for sharing ideas about program design, especially useful techniques, staff development, approaches to the management of resources, and methods of reaching certain client groups.

Foremost in establishing linkages is to be cognizant of the fact that they do not appear automatically; they must be constructed and sustained by the effects of the members. In addition, there are many different kinds of linkages and defining the function is an important element in their success.

The following is intended to serve as a fundamental list of linkages and activities that should become part of all adult education

programs:

1. Developing a relationship with the field coordinators of the AFL-CIO Appalachian Region Job Corps and the educational coordinators of the Job Corps facilities within the Commonwealth.
   a. Establishing a referral system with Job Corps coordinators for skill training the disadvantaged, ages 16-22.
   b. Developing a process whereby the field coordinator of Job Corps dropouts and non-enterers refers such individuals to adult education programs within the community.
   c. Coordinating adult education programs, classes, and GED testing with the various Job Corps Centers where possible.
2. Developing referrals from the caseworkers from the County Boards of Assistance and the interviewers from the Job Service who work with the Work Incentive Program (WIN).
   a. Attending staff meetings and in-service training sessions to discuss the adult education program and the WIN participant.
   b. Setting up an open house or meeting at the Adult Education Center for caseworkers, counselors, and other social service workers.
   c. Developing a referral brochure or handout for WIN counselors and participants.
   d. Establishing a program for WIN participants that is jointly determined by the WIN counselors and ABE personnel (i.e., ABE classes, consumer education, job skill development, etc.).

3. Developing programs through CETA prime sponsors, intake offices, and program operators.
   a. Informing prime sponsors, intake offices, and managers of work experience programs, on-the-job training, and other CETA activities of the adult education program.
   b. Offering activities that could be funded by CETA, including, but not limited to, outreach counseling and tutoring, career development, employability planning, labor market information, basic education, GED preparation, bilingual education, literacy training, vocational exploration, basic skill training, work experience, job training, job development, and placement.
4. Developing referral system with local centers of the Opportunities Industrialization Centers of America.
   a. Establishing a referral system with OIC counselors for those persons involved in training at an OIC center who need remedial adult basic education.
   b. Developing a system whereby those students of the adult education program may be referred to the OIC for further training in their occupational field of interest.
   c. Coordinating adult education programs, where possible, with programs and services offered by the OIC, (i.e., career counseling, remedial basic education, ESL, job placement, etc.).
5. Establishing a cooperative program between area Vocational-Technical Schools and other post-secondary programs.

a. Developing ABE programs that are supplemental to post-secondary vocational classes.

b. Developing a referral system for vocational students to enroll in adult education programs.

6. Establishing a relationship with counselors of the Bureau of Vocational Rehabilitation for the purposes of:

a. Establishing a relationship with counselors of BVR to develop a reciprocal referral system with the adult education program.

b. Preparing pamphlets for BVR counselors in order to give their clients information about the adult education program.

c. Attending staff meetings of BVR to acquaint their personnel with services provided by the adult education program.

d. Establishing a working relationship whereby students of the Adult Education Center can be referred to BVR for services and vice versa.

IV. MARKETING AND FUNDING CONSIDERATIONS

The development of strong linkages is one of the keys to multiple funding success. Multiple funding of an adult education program is a matter of marketing and promotion and strong linkages are important to the success of both.

1. Marketing an adult education program - involves activities which bring the adult educator and the prospective funder together. Activities that make up this function are

broadly classified into one of two basic groups.

a. Activities that motivate the potential funding source to seek out the adult education program director; and

b. Activities that assist the adult education program director to seek out the prospective funding source.

The marketing function does not directly result in any signed contracts; it simply serves to establish a linkage between the adult education program and an organization that serves those specific needs and/or problems addressed by adult education. Marketing activities can be sophisticated, involving vast data collection, analysis, search procedures, advertising, etc. On the other hand, marketing activities can be quite spartan, relying principally on the telephone and personal contact.

2. Promoting an adult education program.

a. All promotion activities are focused on the task of securing alternative funding. In the course of activities that make up the promotion function, the person seeking funds will inform the funding source about:

1) the need for the program;

2) what the program can do; and

3) how much the program will cost

Based on the above information and other facts, the prospective funding source will judge the proposal against other alternatives that may exist and then make a decision. If the promotion activities have been effective, it is likely that the proposal will be funded.

The problem adult educators have is not with promoting

and/or writing the proposal, but with knowing where to submit the proposal. This leads to the next two consecutive steps in the marketing process model.

1) Look for funds in magazines, newspapers, foundation newsletters, and public agency publications. If a foundation indicates that it has 26 million dollars available to "strengthen metric education," this "tells" the prospective grantee that metrics is what is selling! Assuming the individual or agency has something to contribute in this area, the next step is to contact the "headwaters" of this funding stream and begin promoting. In summary, this approach requires finding out what funds are being budgeted, or earmarked, or set aside, and by whom and for what purpose(s).

2) Look for the imposition of a mandate. Everytime a local, state, or Federal agency creates a mandate, it instantaneously creates problems, hence needs. It is important to then determine if the adult education program can deliver a service that will assist in meeting the need. As previously mentioned, CETA funds are available as a result of a legislative mandate that directs that 20% of the adult CETA funds be spent on training.

As one engages in marketing efforts, the person soliciting funds will probably come in contact with a variety of prospective funders. Presented next is a list of questions that

may be helpful in assessing whether or not some promotion effort for funds is indicated or wise.

1) What is the name of the funding source?
2) Is the money categorical or entitlement?
3) Are there priorities set for the distribution of funds?
4) Will the source split the cost of the project with another funding source?
5) How much money is available?
6) Is it "seed money?"
7) How long has the funding source been funding projects?
8) What is the method of solicitation?
9) Are proposal guidelines available?
10) What are submission deadlines?
11) What restrictions apply to eligibility?
12) What restrictions apply to the expenditure of funds?
13) What are the features, procedures, etc. that will be used in evaluating proposals?
14) Is a letter of intent and/or abstract required?
15) What percentage of funding is available?
16) What are the time lines for program operation?
17) What are the reporting procedures?
18) What provisions are made for evaluation/audit?
19) What is the average size of grants authorized in prior years?
20) Can you obtain copies of previously funded proposals?
21) What is the maximum size of grants?
22) Does the potential funding source have the money?

V. SUMMARY AND CONCLUSIONS

It is easily discernable from the contents of this paper that the goals for adult education in Pennsylvania are obtainable goals. As previously discussed in this paper, it has been shown that the Altoona Area School District has indeed provided an extensive outreach program, has developed strong linkages, and has utilized multiple funding sources to impact on the goals of Adult Basic Education.

Specifically, this paper purports to give minimal guidelines for establishing linkages, and identifies techniques that could be utilized in obtaining supplementary funding. It must be noted here that supplementary funding (i.e. multiple funding sources) is a must if adult education programs are to meet their stated goals.

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APPENDICES

APPENDIX A*

An advisory committee's training program should focus initially on the organization of the committee itself: its objectives, the criteria for membership, the selection process of members, its structure - basically that information which should be in the bylaws. Essentially, then, this phase of the training program is self-taught, for the committee members should be responsible for writing their own bylaws.

The second phase of the training program should be devoted to learning the following skills and procedures:

Communications Skills

A. Human Relations

B. Channels of Communication: must be two-way - from the public to the legal authority via the advisory committee and vice versa

C. Observation

D. Listening

E. Fact Finding

Group Processes

A. Group Development

B. Interaction

C. Brainstorming

D. Committee Functions (subcommittees)

E. In-Depth Studies

Organization and Function of School District

A. Philosophy

B. Objectives of School District

C. Organization Chart of School District and Definition of Function

D. School Board Policy

E. Budget

F. Personnel

G. Instructional Program

H. Building Program

I. Financial Status

J. Pupil Personnel Services

K. Transportation

L. Food Services

M. Maintenance Operation

Goals/Need Assessments

A. How Change Takes Place

B. Methods of Needs Assessment

C. Strategies Needed for Change

D. Priority Setting

E. Evaluation

F. Constraints

G. Job Description of the Committee Members

Of course, it could take years for an advisory committee to successfully complete an orientation program like the one given above. However, it should be remembered that the purpose of the training program is to introduce the committee members to those types of problems to which they may be exposed in the course of their deliberations.

In achieving some measure of operational ability, the most important need an advisory committee has is for information. The generating authority must provide each committee member with the information he needs to function effectively. Such information might include:

1. Data on the school system:

    a. Structure and organization of the school system

b. Selection and recruitment standards for school personnel

c. School budget

2. Citizen involvement in other programs such as Model Cities and Head Start, Title I, Follow Through, and Vocational/Career Education

3. The decision-making process in the school system

4. The local community as viewed socially and economically

5. Purpose and history of the program in question

6. Laws and regularions (Federal, State, and local) which affect school program(s)

7. Past evaluations of the school program

8. Future plans for the school

9. Description of the planning process, including the time schedule

10. Data concerning needs of the children

11. How children are identified for programs

12. Numbers of children and their needs

13. Priority listing of needs

14. Alternate approaches to meeting those needs

15. Other programs (Federal, State, local) which can be used to help children

16. Type and number of personnel needed

17. Facilities, supplies, and material available and needed

18. Budget requirements for the program

NOTE: The training process is a learning process. It is only through exposure to and involvement in specific problems that an advisory committee becomes proficient in performing its function.

*South Carolina Department of Education.

APPENDIX B

PHONE INTERVIEW FOR SCHOOL DISTRICTS

1. Does your district offer adult education programs?
2. Please describe what programs are offered?
3. What needs assessment activities do you conduct to set your program?
4. How do you evaluate the effects of your programs?
5. How do you recruit students for your classes? (Go over list given in the literature)
6. How does your program fit with other districts' programs?
7. Do you enter any cooperative programs with social service and local governmental agencies?
8. What interaction do your programs have with the intermediate unit's program?
9. Do you attempt to tie needs assessment and internal evaluation to your A) program development, and B) recruitment activities?
10. How do you decide which programs will be offered?
11. What administrative support does the district give to the adult education program?

APPENDIX C

FOLLOW-UP PHONE INTERVIEW -
SOCIAL SERVICE/LOCAL GOVERNMENTAL AGENCIES

1. How do you recruit students/clients for your adult education programs?

2. (Review list of procedures on recruitment) Do you ever use these media for recruitment purposes?

3. Do you tie your needs assessment and internal evaluation to A) program development and B) recruitment?

4. How do you interact with the school districts/intermediate unit in their A) student and B) adult programs?

5. Do you believe that your agency could function as a base for an extended adult education program?

APPENDIX D

QUESTIONNAIRE ON AGENCY INVOLVEMENT
IN ADULT EDUCATION LINKAGE PROGRAMS

Please respond to the following questions:

1. Does your agency/organization sponsor or carry out adult education programs in conjunction with your mission (e.g. American Heart Association conducts/sponsors programs in CPR)? If yes, please specify the nature and extent of program offerings: (If no, please return the questionnaire so marked.)

2. In setting adult education programs, what type of needs assessment procedure do you follow in developing specific program offerings?

3. When your adult education programs are completed, what type of evaluation procedure/document do you use to measure the effectiveness of the program? (If you have a document, please attach to your response.)

4. Please describe the content of adult program offerings. If you have informational brochures, please attach a copy to your response.

5. To what extent do you cooperate with other school or social service agencies in developing and carrying out adult education programs?

I appreciate your cooperation in the survey. As I understand the situation, the state is currently studying the possibility of changing its funding patterns for adult education/continuing education. This survey may be of some help in developing policy changes at the state level.

If you have any questions or concerns, please feel free to call.

Joseph S. Yarworth
(717) 622-3350

... ABOUT THE CONTRIBUTORS

... ABOUT THE CONTRIBUTORS

Rita Bates, a graduate of Brownsville Area High School, Brownsville, Pennsylvania, spent most of her public school years in the New York City Schools. Upon graduation from high school, she attended California State College where she received her B.S. degree in mathematics and social studies. Later she received her M.A. degree in Adult/Community Education from Indiana University of Pennsylvania. She presently serves as an adult basic education specialist at Intermediate Unit 1, and has directed numerous adult education workshops for both the Pennsylvania Department of Education and Intermediate Unit 1. Rita is a consultant for the Mon Valley Pre-Retirement Program, and has written a number of articles on the subject of adult education and adult tutoring programs. She originated and monitored Project Homebound for the Fayette County Adult Learning Center, and has served as a facilitator for the Pennsylvania Adult Education Mid-Winter Conference. She holds memberships in the National Education Association, the Pennsylvania Association for Adult Continuing Education, and the National Association for Public Continuing and Adult Education.

Rita lives in Brownsville, Pennsylvania, with her husband, Albert, and their three children.

Mildred-Lee Greenwood, known as "Mimi" to her colleagues and friends, is an associate professor on the physical education staff of West Chester State College, West Chester, Pennsylvania. Mimi received her B.A. degree from Wheaton College, her M.Ed. from Temple University, and is presently completing her studies toward the doctorate. Prior to joining West Chester State College, Mimi taught physical education and health at Lansdowne-Aldan High School and Mater Misericordia Academy. She holds

the Secondary School Principal's Certificate from Villanova University, and is presently serving on the William Penn School Board. In addition to publications in health and physical education journals, Mimi has participated in numerous in-service programs for teachers. She is active in numerous organizations, including the American Association of University Women, the Pennsylvania Association for Health, Physical Education and Recreation, and the Pennsylvania School Boards Association.

Mimi is married, has two children, and lives in Aldan, Pennsylvania.

James C. Harding was born in Utica, New York. He is a graduate of Utica Free Academy, and received his B.S. in journalism from Syracuse University. He was the Industrial Relations Manager for the Chicago Pneumatic Tool Company and, later, took a position in the Personnel and Manufacturing Departments of the Cheseborough-Ponds Consumer Products Company. Later he worked for Cheseborough-Ponds International and had a number of assignments overseas. More recently, he became the Personnel Director at M & M/Mars Inc., located in Elizabethtown, Pennsylvania. His interest in education is natural since his mother taught 40 years and his sister is currently teaching. Mr. Harding is involved in developing a training model for education and industry which is transportable not only within M & M/Mars, Inc., but to other industries as well. He serves on the Lancaster Education Committee and on the Lancaster Area Association for Commerce and Industry. He is also a member of the Health Planning Development Group #4 which serves Southcentral Pennsylvania.

James and his wife, Diane, have two children and reside in Lancaster, Pennsylvania.

A native of Reading, Pennsylvania, Linda M. Malesic graduated from Reading High School. She received her B.A. in English from Penn State. Linda formerly worked as a Social Worker in Reading, Pennsylvania, and taught adult education courses for the U.S. Army in Germany. Presently, she serves as an adult education teacher and curriculum coordinator at Lancaster-Lebanon Intermediate Unit #13. She is the author of a card catalog of 100 lesson plans entitled "APL Made Easy." She serves as an educational liaison with industry and schools and has been a presenter at the Mid-Winter Adult Education Conference and other workshops. She is a member of the Pennsylvania Association for Adult Continuing Education and serves on the editorial board of the Adult Student Magazine, which is sponsored by the Pennsylvania Department of Education. Linda was the first recipient of the Lancaster-Lebanon Intermediate Unit "Teacher of the Year" award in 1974-75.

Linda lives with her husband, Joseph, and daughter in Landisville, Pennsylvania.

Ronald M. Matteucci is the Director of the Fayette County Adult Learning Center in Uniontown, Pennsylvania. He is a graduate of Brownsville High School, Brownsville, Pennsylvania, and received the B.S. and M.Ed. degrees in special education from California State College, California, Pennsylvania. Ronald taught special education at the Avella Area School District and served as a reading teacher in the Brownsville Area School District. He also served as an Adult Basic Education Counselor on the staff of the Fayette County Prison. Ronald is an avid sports enthusiast and played professional football for both the Dallas Cowboys and the Atlanta Falcons. His professional memberships include the Pennsylvania Association for Adult Continuing Education and the

National Association for Public Continuing and Adult Education.

Ronald and his wife, Kathy, have one son and live in Brownsville, Pennsylvania.

Dr. Mark C. Nagy is Superintendent of the William Penn School District which is located in Delaware County, Pennsylvania, and serves approximately 6,000 students, K-12. Upon completion of high school in Clairton, Pennsylvania, Dr. Nagy pursued his college studies at the University of Pittsburgh, at Northwestern University, and at the University of Pennsylvania, where he received his B.A., M.A., and Ed.D., respectively.

Dr. Nagy has served as an elementary school teacher, an elementary school principal, an assistant county superintendent, and more recently, as a superintendent of schools. He is an adjunct professor at Drexel University and has been a guest lecturer at numerous colleges and universities. He has published several articles on the topic of school leadership, and was instrumental in implementing the William Penn Community School Council as a means of promoting citizen involvement in decision-making. Under Dr. Nagy's leadership, William Penn School District is participating in a statewide community education project which is sponsored by the Pennsylvania Department of Education.

Dr. Nagy and his wife, Lois, have three children and reside in Rosemont, Pennsylvania.

Dr. Robert J. Reidy, Jr. was born in Worcester, Massachusetts. He is a graduate of Saint Stephen High School. Dr. Reidy received his B.S. degree in Education from Worcester State College, his M.A. in Educational Administration from Central Michigan University, and his

Ph.D. in Educational Administration from the University of Connecticut. He has taken additional studies at the University of Vermont. Dr. Reidy served as a classroom teacher in the Woodland Street Community School in Worcester, Massachusetts, and he was a Mott Foundation Fellow at both Central Michigan University and the University of Connecticut. He has supervised adult education programs for the Vermont State Department of Education and was a program development specialist at the Northeast Community Education Center located at the University of Connecticut. Most recently, he served as the administrative assistant for the Montgomery County Intermediate Unit in Pennsylvania, as superintendent of the Delaware Valley School District, and now holds a position as superintendent of Administrative Unit #47 in Peterborough, New Hampshire. Dr. Reidy has had articles published in community education journals and newsletters. He holds memberships in the American Association of School Administrators, the National Community Education Association, Phi Delta Kappa, and the New Hampshire Administrators Association.

Dr. Reidy and his wife, Michelle, live with their two children in Temple, New Hampshire.

Sherry J. Royce spent her early years in New York City and graduated there from Bernard School for Girls. She holds the B.A. degree in Journalism from Hunter College and the M.Ed. from Millersville State College. She has taken additional graduate courses at Temple University, specializing in the areas of adult education and English As A Second Language. Sherry has held positions as a feature writer for the New England Apparel Register, and as a TV technical assistant. She was Continuity Specialist for WGAL Radio. She has been employed as a Reading

Examiner for the Lancaster City Reading Clinic and a Proficiency Reading Tutor for the Lancaster Township Schools, Hempfield School District, and the Conestoga Valley School District. Presently she serves as Director of Adult Education at the Lancaster-Lebanon Intermediate Unit #13. She has served on numerous panels on adult education and has participated in a number of in-service programs. She has written and monitored several adult education projects. Recently, Sherry was elected to the National Board of the National Association for Public Continuing and Adult Education (NAPCAE), and is also an active member of the Pennsylvania Association for Adult Continuing Education. Sherry is the author of a teacher's manual for ABLEST books and, as an author, has developed numerous student materials and guides in the area of Adult Basic Education.

Sherry and her husband, Martin, have four daughters and live in Lancaster, Pennsylvania.

Gerald L. Valeri was born in Colver, Pennsylvania, and is a graduate of Central Cambria Area High School. He is a graduate of the Pennsylvania State University and holds a B.S. degree in mathematics and physics. Mr. Valeri has taken additional studies in mathematics, computer science and educational administration. Presently, he serves as a Federal Projects Coordinator, and is Director of the Community Education Learning Center in the Altoona Area School District. Mr. Valeri is a former classroom teacher whose assignment was primarily with exceptional children. Recently, he authored a teacher-student computer utilization manual for use with adult learners. He has also made presentations to in-service teachers and more recently served as a presenter at the ABE workships sponsored by the North Carolina State Joint-Awareness Conference.

He is the chairperson of the Six County CETA Youth Advisory Council and a member of the regional CETA Manpower Advisory Council. His professional memberships include the Association of Supervision and Curriculum Development, the Pennsylvania Association of Federal Projects Coordinators, and the Pennsylvania Association for Adult Continuing Education.

Gerald and his wife, Bonita, have two children and make their home in Bellwood, Pennsylvania.

Dr. Joseph S. Yarworth is a native of Ashland, Pennsylvania. Upon graduating from Ashland Area High School, Dr. Yarworth attended Elizabethtown College where he received his B.A. in history and German, Bucknell University, where he received his M.A. in counselor education, and the University of Connecticut, where he was awarded his Ph.D. in educational administration. Dr. Yarworth has experience as a classroom teacher, as a junior high school counselor, and as a curriculum specialist. While at the University of Connecticut, Dr. Yarworth worked as a graduate assistant in the Educational Resources and Development Center, and assisted in monitoring community-based needs assessment activities. Dr. Yarworth continues to serve as a curriculum evaluation consultant to schools. He is the author of a number of articles on curriculum development and evaluation and has been published in several psychological journals. He holds memberships in numerous professional organizations, two of which are the American Educational Research Association and the Association for Supervision and Curriculum Development, as well as their respective state affiliates. Presently, Dr. Yarworth is participating in a community education effort with the Pennsylvania Department of Education and its Commonwealth Center for

Community Education.

Dr. Yarworth resides in Ashland, Pennsylvania.

Dr. Robert W. Zellers was born in Mt. Pleasant, Pennsylvania, and is a graduate of Mt. Pleasant High School. He received his B.A. in Elementary Education from Waynesburg College, his M.Ed. in Elementary Education from the University of Pittsburgh, and his Ed.D. in Elementary Education from the University of Pittsburgh. Presently he serves as Associate Professor and Coordinator of Elementary Education Programs at the University of Pittsburgh in Johnstown, Pennsylvania. Prior to his Associate Professorship, Dr. Zellers was a classroom teacher, an elementary school principal, and a director of curriculum in the Mt. Pleasant and Central Greene School Districts. He is the author of several articles in adult education and has published a reader and teacher's guide for use with students enrolled in Adult Basic Education courses. He has served as an adult education project director and has administered a number of adult education grants. His recent professional assignments at the University include curriculum development activities, the teaching of graduate courses in education, and the supervision of student teachers. He has participated in in-service programs and been a presenter at professional workshops. Dr. Zellers is a member of the National Council for the Social Studies, the Pennsylvania Council for the Social Studies, the Pennsylvania Association for Adult Continuing Education, and the National Geographic Society.

He and his wife, Donna, and their three children live in Johnstown, Pennsylvania.

Dr. Michael A. Ciavarella is a native of Altoona, Pennsylvania, and is a graduate of the Altoona Schools. He received his B.S. degree from Penn State in Social Science and Spanish, his M.Ed. in Counselor Education and Psychology and his Doctorate in Education and Psychology from Penn State. He has had experience as a classroom teacher, as a school counselor, as a Director of Guidance, and as a Professor of Counseling at Shippensburg State College. Presently he is professor of counseling and Director of the Center for Educational Development. He also serves as the Director of the Commonwealth Center for Community Education for the Pennsylvania Department of Education, and is the Pennsylvania Regional Director of the ELDERHOSTEL Program. Dr. Ciavarella has served as the project director of a number of grants and has served as a proposal reviewer and evaluator of both Federal and state projects. He has had articles published in a variety of counseling journals and is the author of a funding guide compendium. He has served as a consultant to schools, and as a speaker at numerous in-service programs and workshops. He holds memberships in the American Personnel and Guidance Association, the National Vocational Guidance Association, Phi Delta Kappa, the National Employment Counselors Association, the Pennsylvania Personnel and Guidance Association, and the Pennsylvania Association for Adult Continuing Education.

Dr. Ciavarella and his wife, Linda, have two boys and live in Shippensburg, Pennsylvania.

Community Education Is People Helping People

Community Education includes
- Adult Education programs
- Health programs
- Recreational programs
- Vocational programs
- Academic programs
- Enrichment programs

but most of all it includes people

Community Education involves
- Schools
- Churches
- Civic organizations
- Agencies
- Business and Industry
- Government

but most of all it involves people

Community Education is people working, learning, and growing together to create a better environment for all its citizens. It is the process of democracy in action.

but most of all it is people

COMMONWEALTH CENTER FOR COMMUNITY EDUCATION

The Commonwealth Center for Community Education is a unit of the Pennsylvania Department of Education. Its offices are located in Horton Hall on the campus of Shippensburg State College, Shippensburg, Pa.

The main objective of the Commonwealth Center for Community Education is to provide resources and leadership for the development of community education programs in towns and cities across Pennsylvania.

The Commonwealth Center works cooperatively with agencies providing human services, including recreation boards, community action groups, civic groups and school boards, as well as interested laymen.

The Commonwealth Center for Community Education conducts numerous workshops, seminars and conferences for leadership development and technical assistance for people interested in coordinating their community resources.

The Center has media resources such as films, tape cassettes, slides and printed materials for community education leadership development purposes.

The Center monitors activities of community education model school districts across the state. Its staff coordinates the activities of the Pennsylvania Advisory Council on Community Education.

Recently the Commonwealth Center for Community Education developed a Community Education Funding Guide for community education programs.

A newsletter, The Community Involver, is published quarterly by the Commonwealth Center for Community Education. It is distributed state-wide to interested individuals and groups.

Further information concerning the service of the Center may be obtained by contacting:

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